



Managing Behaviour and Emotional Regulation

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Today we
will talk
about:

Emotional regulation

Distressed behaviour and what
this might communicate

Strategies to support emotional
regulation

Resources and further support



Starter: Examples of distressed behaviours?

Strategies you use to manage behaviour?

Distressed Behaviour

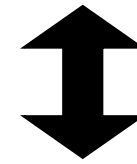
- Some children show distressed behaviour through:
- Shouting or screaming
- Hitting
- Kicking
- Not following instructions
- Breaking or throwing things
- Using rude language or insults



What is Emotional Regulation?

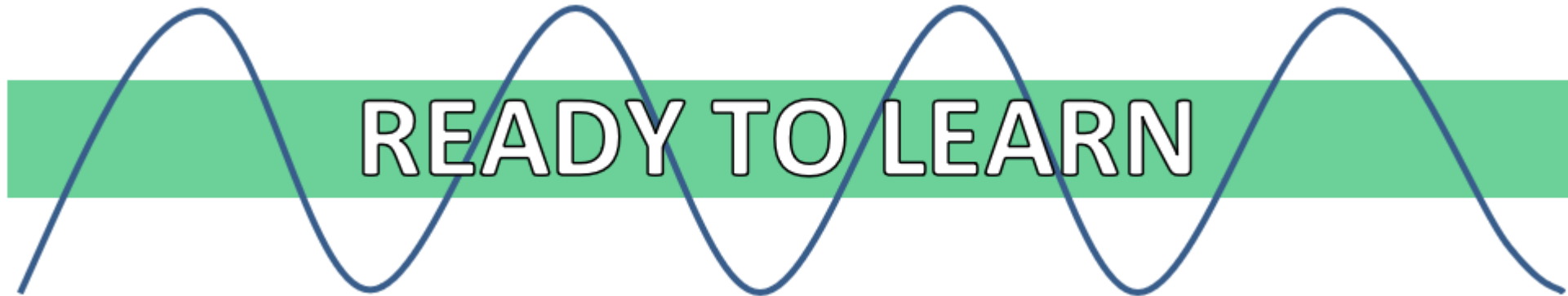


Emotionally Regulated means we are calm & ready to learn & engage socially with others



Emotionally Dysregulated means we are experiencing either high or low arousal levels. This leads to difficulties in organisation, social engagement & attention and communication

Emotional regulation refers to the way we use strategies to keep ourselves **calm, focused, happy, and ready to learn**. Most of the time, we are able to manage our emotions and keep ourselves in the horizontal band below, at a **steady emotional state**.



Sometimes, things happen which cause us to experience more extreme emotional reactions. For example, we may get overexcited if we receive brilliant news, or feel extremely upset, angry or scared by bad or unexpected events. When this happens, we are able to automatically adjust, or use strategies to help us to get back to a steady emotional state.

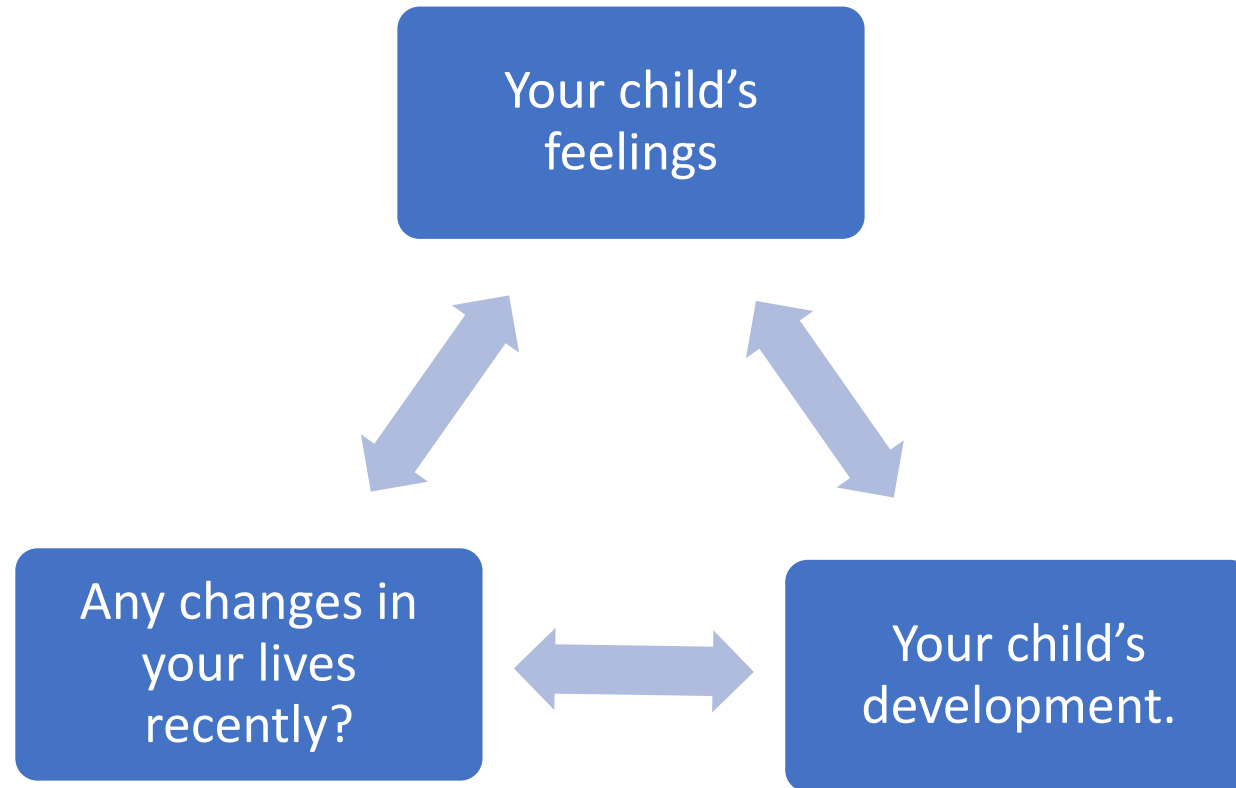


WHY?

All Behaviour is Communication!



Three areas help us understand a child's behaviour



'Bad' Behaviour Iceberg



Let's look at an example. We are going to focus on the parent and child's thoughts and feelings

Thoughts:
What am I doing wrong?
She's so naughty!
Stop!!!!

Feelings:
Frustrated
Angry
Upset

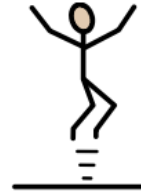


Thoughts:
It's more exciting to be naughty
When I try to be good she does not notice
Mummy loves him more than me
He started it

Feelings:
Angry
Upset

Emotional Regulation: developmental progression

- Behavioural



- Language

“not fair!”

“it’s okay”

“*****”

- Meta-cognitive

I’m upset
because...

Next time
maybe I
will...

I find it
really
annoying
when...

The adult's own iceberg



How to support emotional regulation: PALM



- Pause (& panic quietly!)
Take a moment before responding.
- Attune and analyse
How is your child feeling? Empathise and join in a little bit.
Why are they doing that?
- Label
Tell them how they are feeling, validate their feelings: 'You are angry'
- Model
Show them a more acceptable way of expressing that feeling: this may be speech, sign, action or a way of coping

PALM Example: upset



Behaviour: lies down and screams when told it's time to leave the park

P: Take a moment, step away if you need to. Have a think about what you will do next.

A: They were having so much fun playing and they don't want to stop.

L: "You are sad" / "you are disappointed"

M: folding arms, sitting down, hug, acknowledging "you don't want to go home", give sensory tool or favourite toy



Strategies

- **Observe and notice** – what are possible triggers for your child becoming upset?
- **Make sure they understand** - use simple language, check their understanding, give choices
- **Give them time to prepare**
- **Clear Expectations** – say what you want them to do, not what they shouldn't do
- **Praise** – be specific



The Zones of Regulation

- Written by an occupational therapist to support Autistic children with visuals and vocabulary to recognise and verbalise their emotions – helpful for all children
- Supports children's emotional awareness and wellbeing – if we can recognise and name our emotions, we can work out how to support ourselves
- Helps children to identify and implement strategies to support them to regulate

Four zones:

Blue, Green, Yellow, Red



Blue Zone

- “Low states of alertness such as feeling sad, tired, sick or bored”.
- “The body and/or brain is moving slowly or sluggishly”
- Children need to alert or rest





Green Zone

- “Regulated state of alertness. A person may be described as calm, happy, focussed or content”
- “This is the zone children generally need to be in for schoolwork and for being social”
- Children are good to go



Yellow Zone

- “Heightened state of alertness; however, a person has some control when in the yellow zone.”
- “Stress, frustration, anxiety, excitement, silliness, nervousness, confusion”.
- “Starting to lose some control”
- Caution! SLOW



Red Zone

- “Extremely heightened states of alertness or very intense feelings...anger, rage, explosive behaviour, panic, terror or elation.”
- It’s when somebody is “not in control” of their body.
- STOP



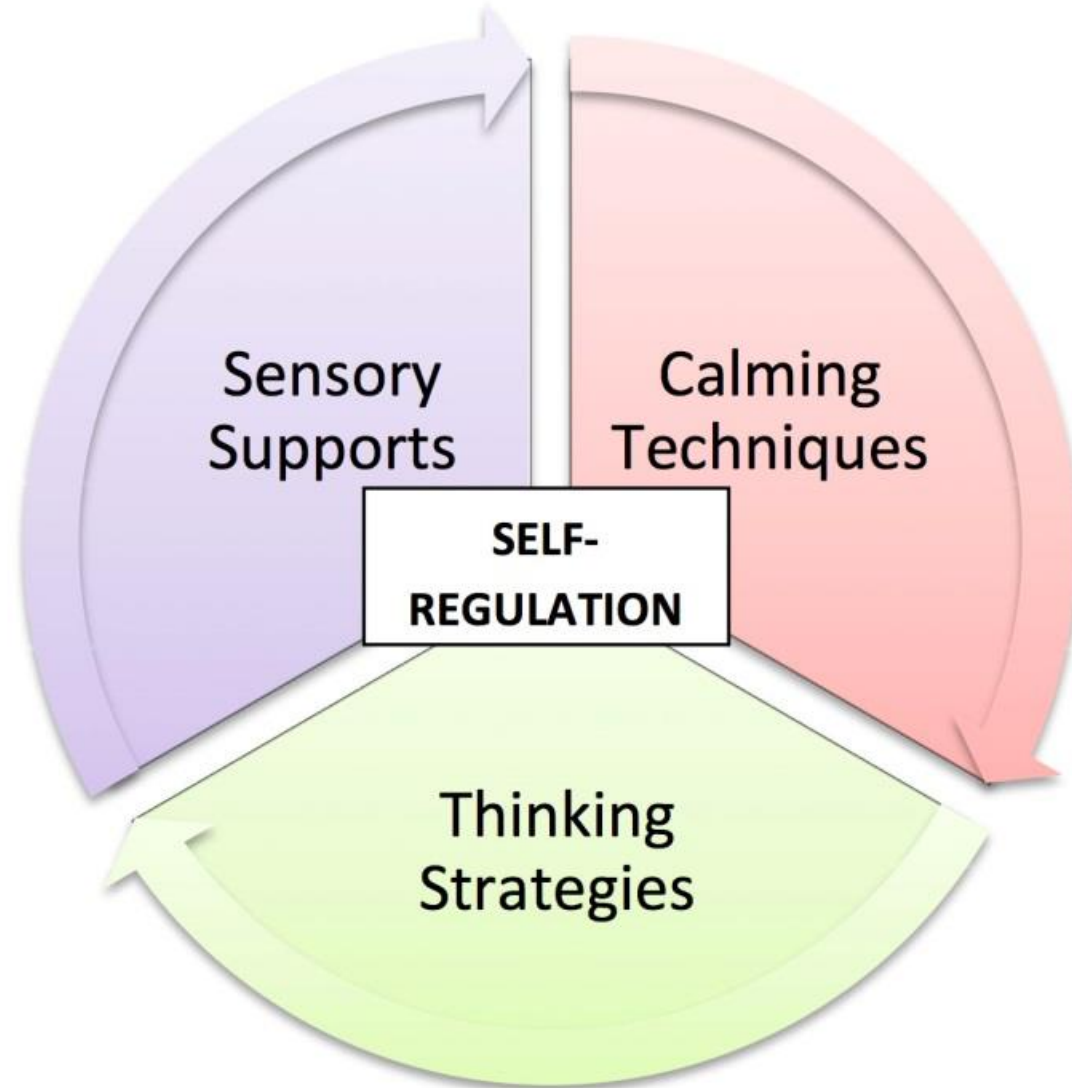


How to use Zones of Regulation at home

Have daily checks in as a family (at dinner time, after school etc.) talk about how you're feeling and why

- Label your and your child's emotions throughout the day e.g. ' I am feeling tired, I am in the blue zone' , 'you're jumping around a lot, I think you're getting excited and in the yellow zone'
- Talk about how the characters are feeling in TV shows, films and books
- Talk to your child about what makes them be in the different zones e.g. what makes them feel angry, happy, excited etc. .

Exploring regulation tools



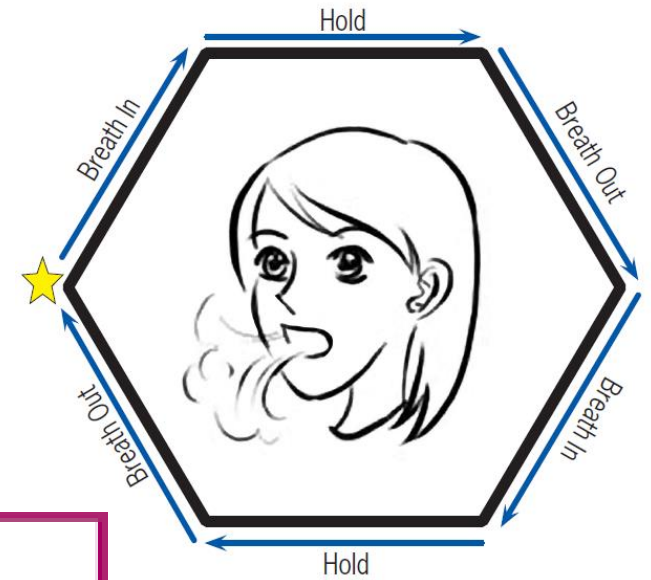


Sensory Supports

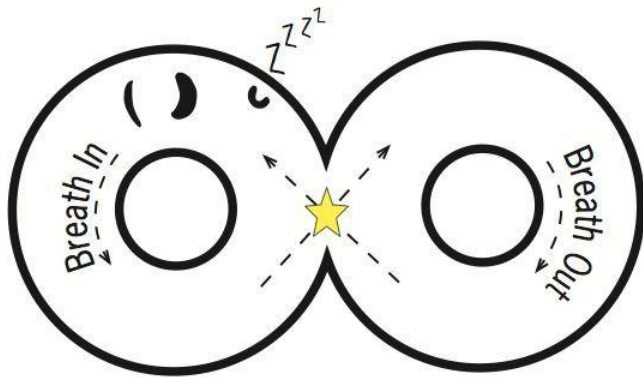
- Weighted blanket
- Tight hug / deep pressure
- Fidget cube/ spinner
- Soft toy/ blanket
- Going for a walk
- Doing star jumps
- Wearing ear defenders/ listening to calming music
- Quiet time

Calming Techniques

The Six Sides of **Breathing**



Lazy 8 **Breathing**



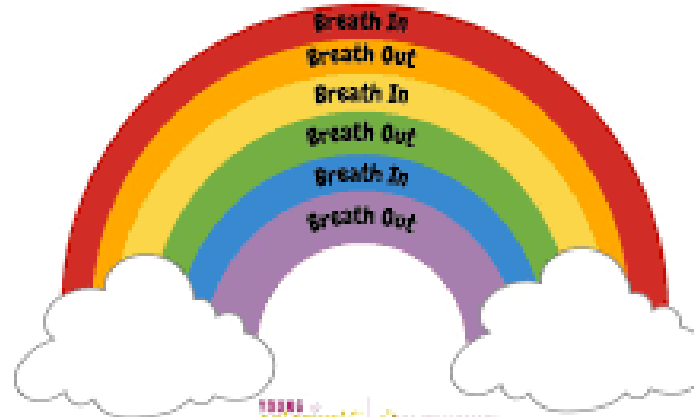
Trace the Lazy 8 with your finger starting at the star and taking a deep breath in.

As you cross over to the other side of the Lazy 8, slowly let your breath out.

Continue breathing around the Lazy 8 until you have a calm body and mind.

Rainbow Breathing

Breathe in and out while tracing each corresponding colour. Repeat as needed

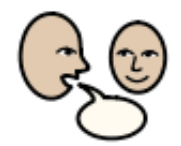


Inner Coach



=

Being an 'inner coach' means



we can

tell

ourselves



good ideas

+




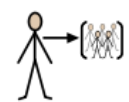
good





thoughts.

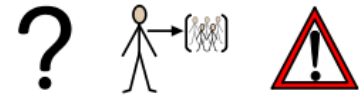
Size of the problem

 Huge Problems

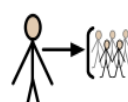
 Involve lots of people

 Might last a long time


 Need lots of help to fix it


 Might involve danger

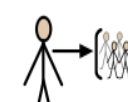
 Medium Problems

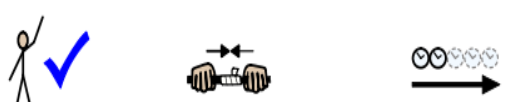
 Involves some people

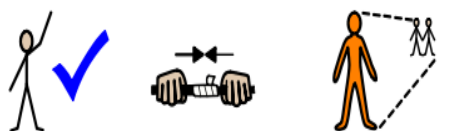
 Might last some time

 Need adult or friend to help fix it

 Tiny Problems

 Involve 1 or 2 people

 Can be fixed in a short time

 Can fix by yourself

Resources



The Mindfulness Teacher

@TheMindfulnessTeacher · 94.2K subscribers · 71 videos






★ Children's Relaxations for Mental & Emotional Well-Being, Calm & Focus in the Classroom...more

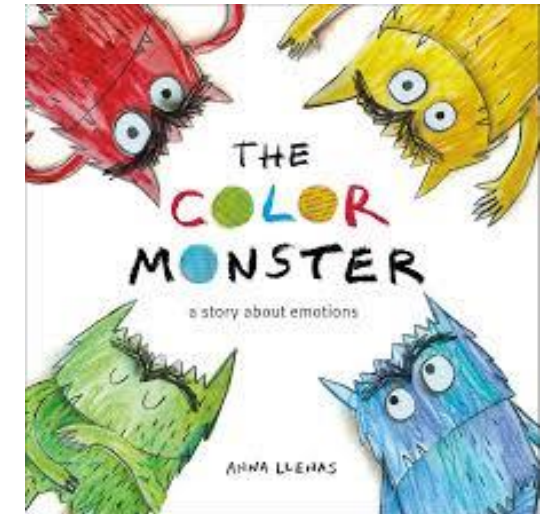
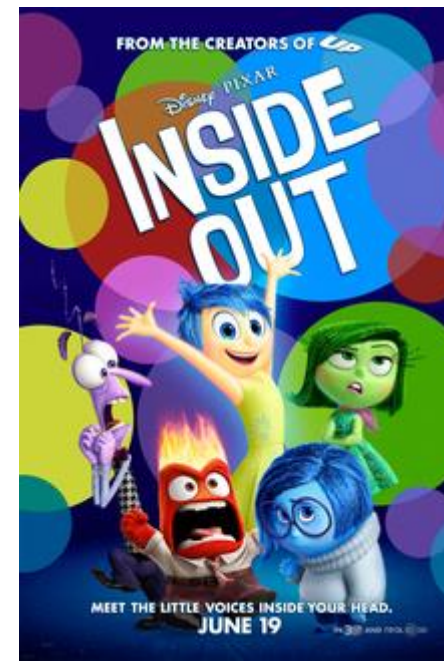
thementalhealthteacher.blog and 3 more links

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Super Short & Simple Breathing Exercises

				
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[Useful leaflets, videos, links and other resources - City & Hackney CAMHS](#)



Thank you for listening!

- Questions?