



Fawbert & Barnard Infants School
Inclusion Parent Workshop

Self Regulation (including STEPs)
Mrs Jones, Inclusion Lead
November 2023



There are no negative emotions. All emotions
are **valid**.

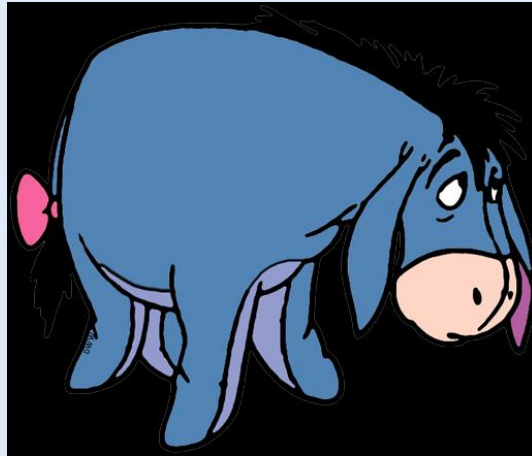
There are however negative behaviours that
are a result of an emotion.

Aims of the session



- To understand how a child's ability (or inability) to self regulate directly affects their behaviour.
- To know what we mean when we talk about supporting a child's 'self regulation' here at F&B.
- To give you confidence in supporting your child's emotions at home, including strategies for developing their self regulation and confidence.
- To sign post you to resources and services that can further support you.

What is Self Regulation?



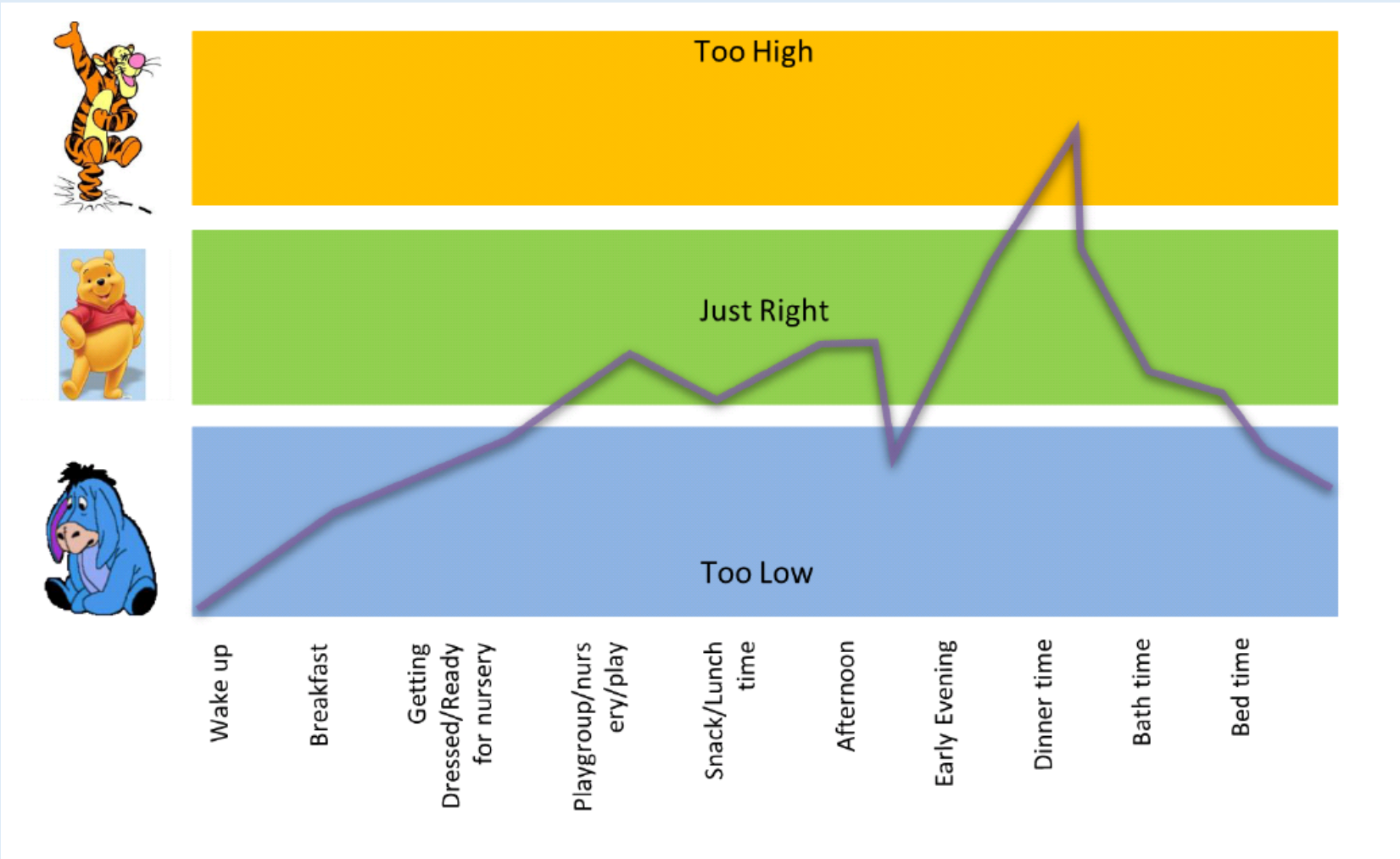
How would you describe the personality and behaviours of each of these characters?

Are they the same? Or different?

What is Self Regulation?



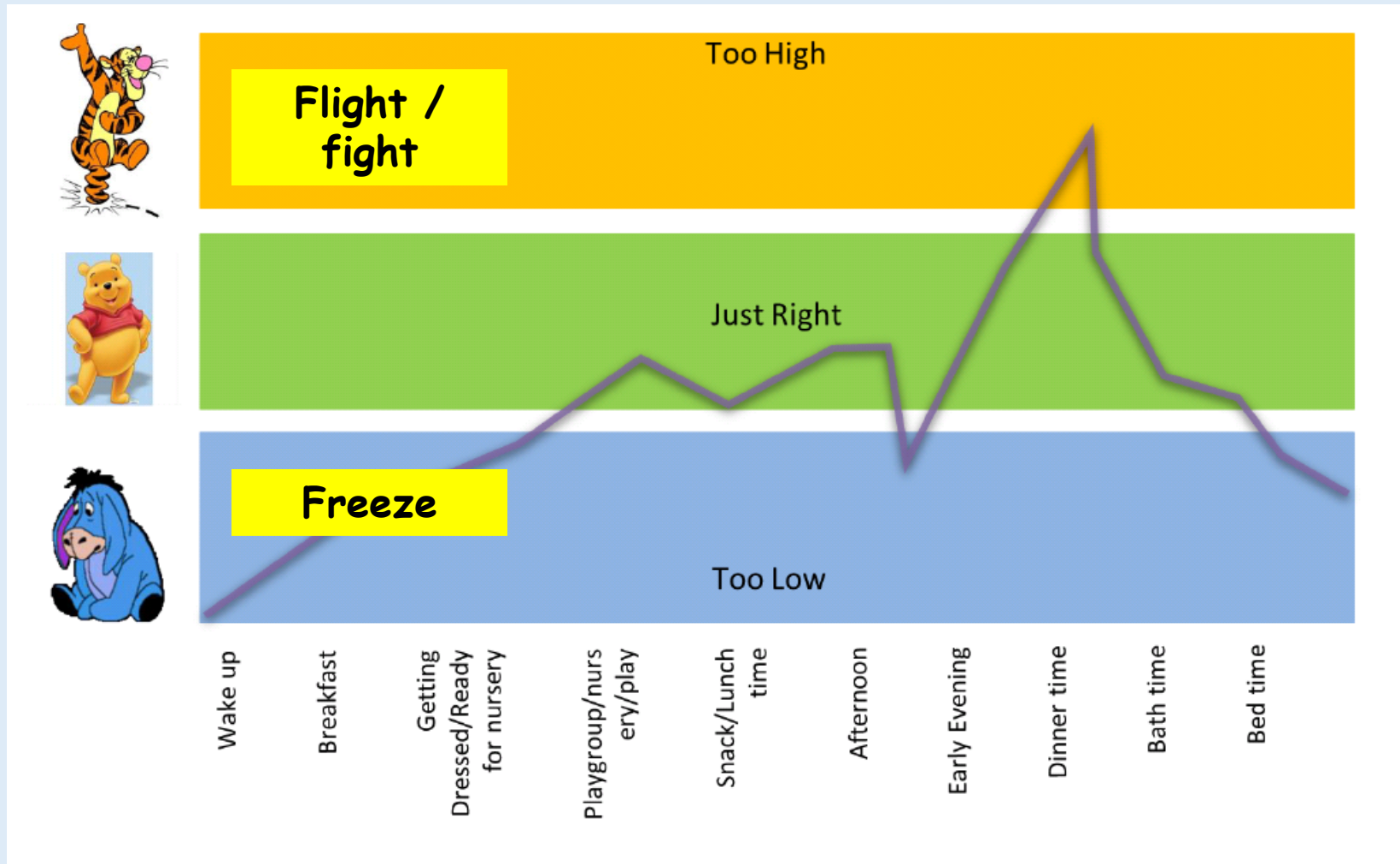
Levels of Arousal



What is Self Regulation?



Levels of Arousal



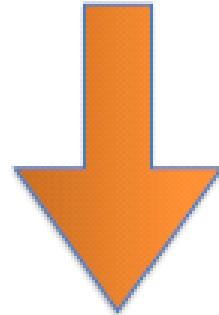
What is Self Regulation?



If we're too high - we want to calm down



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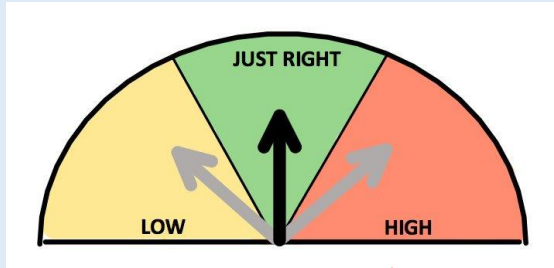
If we're too low - we want to be more alert



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What is Self Regulation?



Getting into and maintaining the level of calmness or alertness that is just right for the situation is known as self regulation.

Self-regulation is the ability to monitor and manage your energy states, emotions, thoughts, and behaviours in ways that are acceptable and produce positive results.

Recognising when we are less regulated in order to do something about it and get ourselves to a healthy range place.

Self-regulation is the ability to manage your emotions and behaviour in accordance with the demands of the situation.

What is Self Regulation?



A person's ability to:

- Adjust their level of alertness to the demands of their environment;
- Achieve their goals;
- Display their emotions or behaviour in socially appropriate ways.

As a child gets older their ability to self regulate develops.

Developing children's self regulation skills and emotional literacy is one of the priorities within our whole school development plan.

"Anyone can become angry, that is easy.... But to be angry with the right person, to the right degree, at the right time, for the right purpose and in the right way... this is not easy."
Aristotle

Components of Self Regulation



Emotional Regulation

Being able to control your emotions in order to reach your goal/ understanding other's perspectives.

Executive Function

A command / control centre that oversees actions and mental operations:

For example:

- Planning and organising actions
- Executing a plan
- Impulse control
- Perseverance
- Focusing and maintaining attention

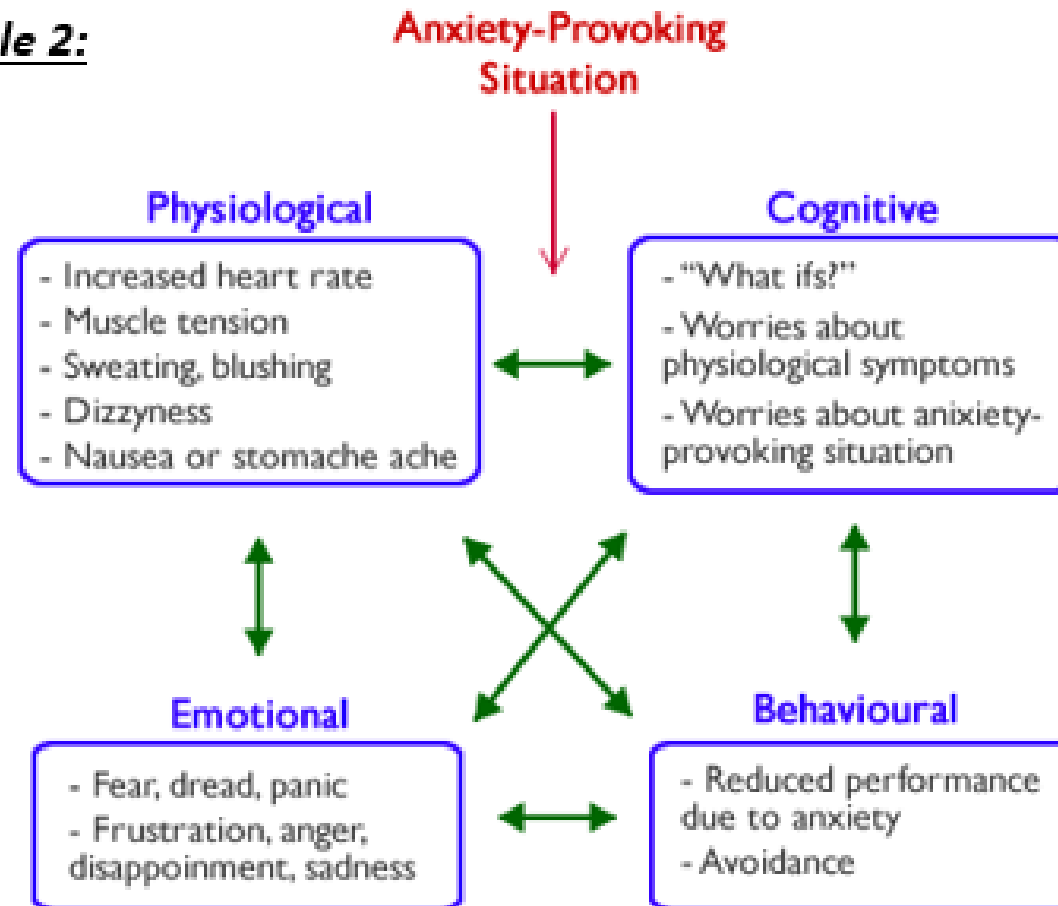
Sensory Regulation

Being able to control your emotions in order to respond appropriately depending on the environment, task at hand and social situation.

Components of Self Regulation



Example 2:

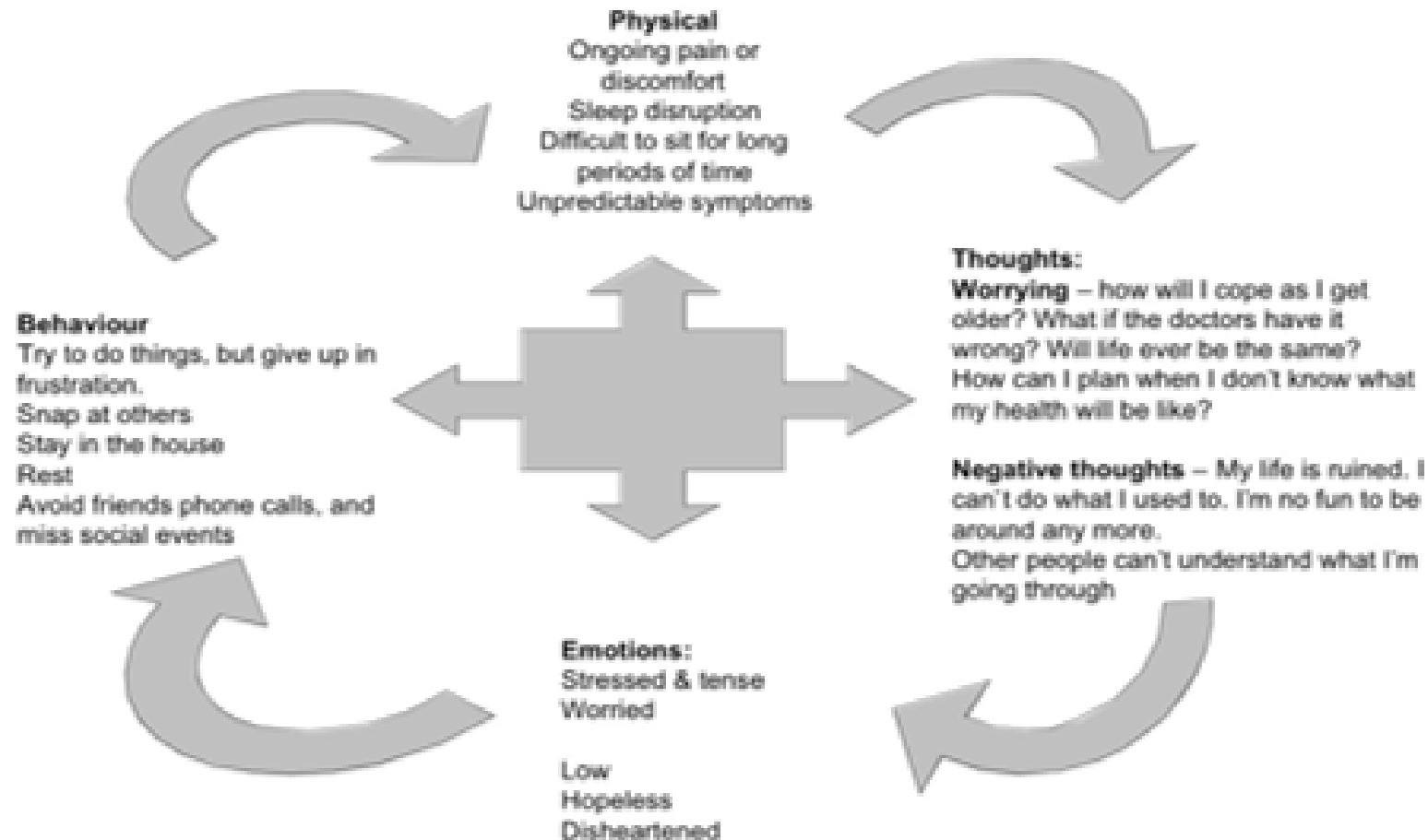


Components of Self Regulation



Example 1:

The vicious cycle



Supporting a child with their self regulation

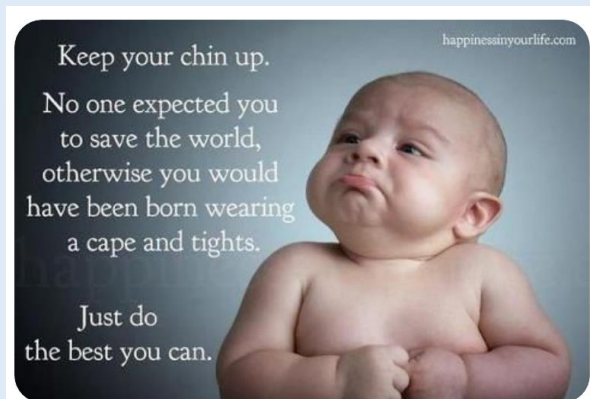


All children have times where they may struggle to self regulate.
This is normal!

Consider your own feelings... do you feel 100% all day every day?

We should not be expecting children to show positive behaviours 100% of the time.

But what we should be expecting is if they have a little blip, they are able to re-regulate themselves.



At F&B we follow Hertfordshire STEPs. This is a therapeutic approach to behaviour.

Here are some of the things we do through these approaches to give children the opportunity to develop positive self regulation skills...

The Environment



Auditory:

Consider classroom position and the sources of noise.

Preparation for any predictable loud noises (fire alarm).

Be aware of low level background noises (ticking clocks).

Clear expectations.

Modelling expected behaviours.

Use of scripts (STEPS scripts / individual risk assessment scripts).

Physical:

Sensory and movement breaks

Move n sit cushion

Theraband wrapped around chair legs.

Consideration of seating during carpet time and assembly.

Quiet area to retreat to when noise becomes overwhelming.

Use rugs or similar to improve the acoustics of a room and decrease the echo.

Weighted objects.

Visual:

Timers

Timetables

Distraction free work space.

Privacy board / work separator.

Soft lighting.

Reasonable Adjustments are positive steps to ensure that pupils with additional needs can access the education.

They are always tailored to a student's individual needs.

From a best practice approach we adopt many reasonable adjustments as part of our usual classroom practice.

Zones of Regulation



Rooted in cognitive behavioural therapy, 'The Zones approach' uses four colours to help students identify how they are feeling in the moment according to their emotions and level of alertness, as well as guide them to strategies to support regulation.

By understanding how to notice their body's signals, detect triggers, read social context and consider how their behaviour can impact those around them, students learn improved emotional control, sensory regulation, self-awareness and problem-solving abilities.



Zones of Regulation



F&B Inclusion Resource: Self-Regulation

SEND Area of Need: SEHM



Zones of Regulation

Zones of Regulation is a framework designed to foster self-regulation and emotional control.

It aims to support children with categorising the different ways they feel, teaching them how to control their emotions and improve their ability to solve conflicts.

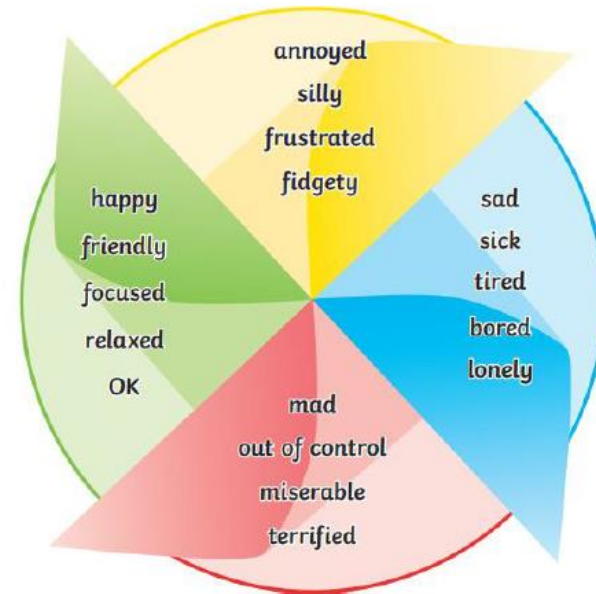
The Zones are split into four colours:

Red Zone: Extremely heightened sense of alertness and intense emotions.

Yellow Zone: Similar to the red zone, however children will feel slightly more in control of their emotions.

Green Zone: Calm sense of alertness.

Blue Zone: Low states of alertness and down feelings.



There are no 'bad' zones – everyone will experience time in each of the zones throughout their life.

It is how we manage our emotions and behaviours when in these zones that is important.

Zones of Regulation can be adopted as a whole curriculum, however by adopting its foundations, even when the whole curriculum isn't used it can still be highly beneficial and become part of an integrated approach to supporting children's self-regulation skills.

Activities previously used within social and nurture groups lend themselves to the Zones of Regulation.

Zones of Regulation can support children with their:

sensory Regulation, emotional self-understanding and self-regulation, impulse control, sustaining attention, problem solving, social thinking and self-awareness.

When referring to Zones of Regulation, we can best support pupils by:

- Talking about the concepts of the zones in a variety of environments;
- Helping them gain awareness of their zones and feelings by telling them;
- Validating what zone they are.

'I understand you are feeling in the red zone, and that is OK, however we cannot hurt other children'.

'I am so pleased you have said you are happy which means you are in the green zone'.

'I imagine that because you are feeling sick you are probably in the blue zone today, and that is ok'.

- Encouraging them to refer to the zones with regards to how they are feeling;
- Positively reinforcing them for recognising their zones and managing their behaviours while in it – do not only point out the Red Zone behaviours.

Referring to the Zones of Regulation within school can support children to:

Look at their thoughts and feelings more objectively, change their negative thinking patterns into positive ones, recognise unrealistic thoughts and change them, change behaviours that are interfering with everyday life.

It is vital that children recognise the emotions they are feeling – if a child is scared their heart may start racing, but this may also be the case if they are feeling angry.

If they cannot tell the difference they may act angrily when in fact they are scared. This is when tension is caused around other children.

It is our job to support children in unpicking these emotions, finding the triggers, and supporting them with how to manage their feelings.

What words & phrases do you use at home to describe a behaviour – can you link it to an emotion and a zone?

Fizzy (Like a can of coke)

Jumping Bean

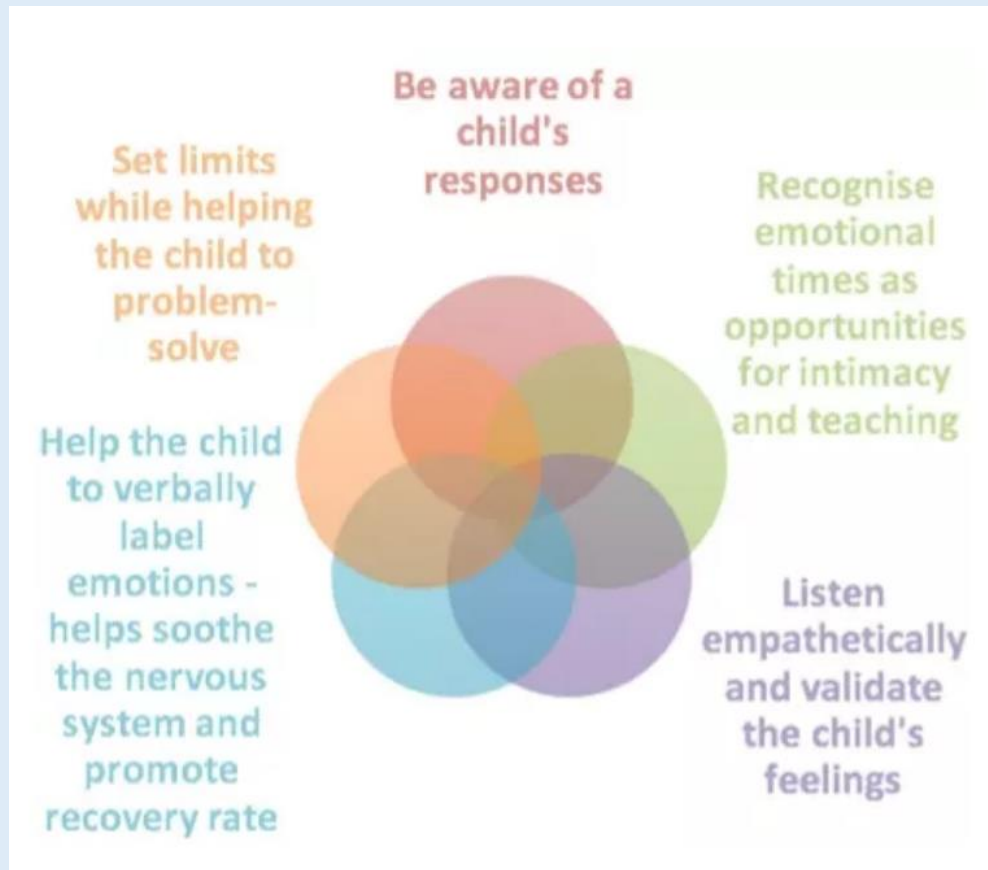
Ants in your pants!

Down in the dumps

Emotion Coaching



Children need to choose a way of displaying and communicating their emotions that is right for them. There is no one correct way of doing this.



- Moments of heightened emotions and resulting behaviour are used to guide and teach children about more effective responses.
- Child's emotional state is verbally acknowledge and validated, promoting a sense of security - this activates change in the neurological system and allows the child to calm down.
- Does not condone inappropriate behaviours - but discusses behaviours when the child is calmer, therefore having more rational and productive conversations.

What if it doesn't work?



Remember....No one functions at 100% all of the time.

Children let their guard down at home which is often why parents see behaviours that schools do not.

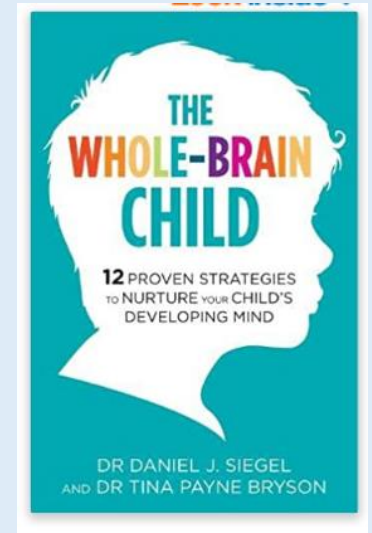
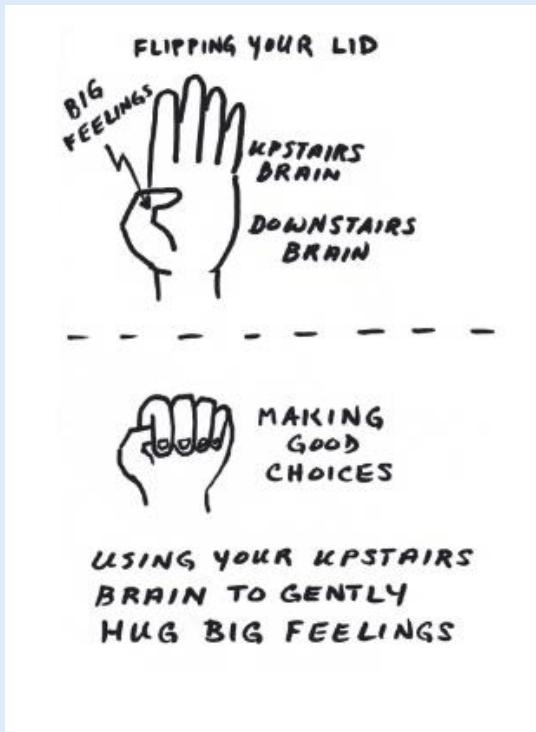
Thumb = the downstairs brain.
The location of big feelings.

Fingers = the upstairs brain.
The part used to think and plan.

Your upstairs brain (fingers) touches your downstairs brain (thumb) to regulate your emotions.

When a child 'flips their lid' their, their upstairs and downstairs brain aren't working together (touching).

The fingers fly up and **big feelings** are exposed.



Toolbox



It is our job (parents, teachers, main-careers) to help children create their own 'toolbox', so that if they do 'flip their lid', they know how to cope with this.

Think about what is in your toolbox as an adult?

Cleaning

Reading

Exercise

Meditation

Self Expression (Art, Music, Dance, Writing)

Phone a friend and talk it through

Crying

Eat / drink something

Watching TV

Now think about what is in your child's toolbox....

Child Toolbox



How quickly do you expect your child to 'bounce back' without using their toolbox?

What could they use...

Finger breathing

Fiddle toys

Hug

Colouring

Belly Breaths

Body Grounding

Ear Massage

Use senses: what can you see / hear / smell / taste

Movement: jumping jacks, dance, run.

Visual: bubble timers, fish tank, watching cars, reading favourite book.

Oral: blowing bubbles, sucking a mint, a party blower.

Tantrum or Dysregulation

E.G Conscious or subconscious?

Dysregulation and 'tantrums' may show similar behaviours (screaming, kicking, hitting, biting, shouting).

Dysregulation can occur across a child's lifespan.

Dysregulation	VS	Tantrum
Is the child watching for a reaction?		
The individual has no interest in how others react to their behaviour.		Depending on the reactions of who is there, the tantrum may change in intensity or nature.
Is the child able to consider their safety?		
The individual may be injured when they become dysregulated.		The individual will avoid getting hurt.
Is the child in control of their behaviours?		
During a dysregulation episode, the individual is not in control of their actions. The person is overstimulated and reacting instinctively to the distress they are in.		The individual is in control of their actions the entire time.
Is this goal-orientated - does the child want something?		
Dysregulation is not goal-orientated. The individual does not make demands before or during the dysregulation episode.		Tantrums are goal-orientated. The individual is trying to get what they want.
Is the child able to calm down once the situation has been resolved?		
Dysregulation episodes can be slow to end. They will slow down once the individual is accustomed to their surroundings. This will happen at their own pace.		Tantrums can end quickly. This can be either once the goal is achieved or the child is tired.

During a 'crisis' (dysregulation) moment



All children go through crisis points at times. Remember, this is OK!

What to do:

- Validate their emotions and feelings
- Reassure
- Keep them safe
- Let them know you are there
- Give clear guidance
- Don't change your mind
- Find a distraction
- ***Always follow up....(but later)***

What not to do:

- Invalidate the child's perspective or emotion (you're being silly)
- Tell the child how to feel.
- Say that the behaviour is making you sad.
- Say 'don't cry' - emotions are OK!
- Don't take it personally (even though it can very much feel like it is!)

Scripts



Enables explicit teaching of **executive functioning skills**.

Allows the child to:

- Practice regulation
- Understand how (not just what) they are learning.
- Understand how they are feeling about a task
- Internalise self regulation.

Your strategic thoughts become your **well selected words**.

Your **well selected words** go into the child's ear.

Your **well selected words** become the **child's well selected words**.

The **child's well selected words** become the **child's thoughts**.

The child becomes a **positive thinker**.

The child and adults have better plans and deal more confidently with tricky situations.

Scripts



1) Identify / Label the issue.

This seems to be a problem. I imagine it is quite scary. I think this might be hard for you.

2) State the Reason

It is a problem because / It is hard because...

3) Offer a Strategy

We can.... Do you think that would help?

4) General Reassurance

Great, there's always something that works isn't there.

At home:

- Plan the language you are going to use - be consistent! (Child minders, grandparents, Aunties & Uncles!)
- Write it down - pin it on the fridge. (You will feel silly to start but it will become the norm).
- Review it - start to see patterns.
- Give it time.

VRFs - Catch it and Match It!



Attunement

- Be alert to how a child is feeling.
- Attune to their emotional state through facial expressions, body language, gestures and noises.
- Show you understand the intensity, pitch, pace and volume of the child's emotional state.

The tesco advert... child crying on the floor in the middle of the aisle so the adult gets on the floor and mirrors the behaviour.

Validating the child's experience

- Validate the child's perspective / experience: this needs to happen before moving them to regulation.
- This is the beginning of being able to think about feelings.
- Avoid reassuring, deflecting, distracting or making light of the child's feelings.

'I'm wondering if you might be feeling upset. If someone had taken my work and thrown it on the floor I would be feeling upset too.'

Containment

- Show that you can see, understand and bear the child's feeling.
- Make it a survivable experience through:
 - Catching it
 - Matching it
 - Digesting it by thinking about it and
 - Offering it back in named, small, manageable pieces.

OK. This is a bit tricky but let's see. First, we will pick up all of the lego off the floor. Then we will find the pieces you threw out of the window...

Soothe and Calm or stimulate

- Look
 - Think
 - Use voice, tone, body language.
- We have to experience being calmed before we can do it ourselves.
A depressed child will need you to tickle their interest.

I am feeling cross. I want to throw something. I am going to count to 10...

What if it continues to not work?!



If your child is struggling to regulate their behaviour and the result is affecting day to day life, then there are additional strategies you can use and avenues you can explore.

- *What is the behaviour communicating?*
- *How often is it happening?*
- *Who is present when it is happening?*
- *Does the behaviour need to change?*
- *Is the child too calm or too alert?*
- *Is the behaviour in part sensory based?*

Think about patterns.....there is always a reason.... Behaviour is communication.

Investigating Self Regulation



Sensory Tracking

Investigating Self-Regulation

Date	Describe the task/activity	Was the task successful	What sensory behaviours / aspects stopped the task being successful	Did my child need to be calmer or more alert?	What strategy might help?

Supporting Self-Regulation – Sensory aspects

Date	Describe the task/activity	Was my child too calm or too alert	What sensory strategy was tried	What was the outcome?	Was it helpful?	How can it be improved?

Sensory Circuits

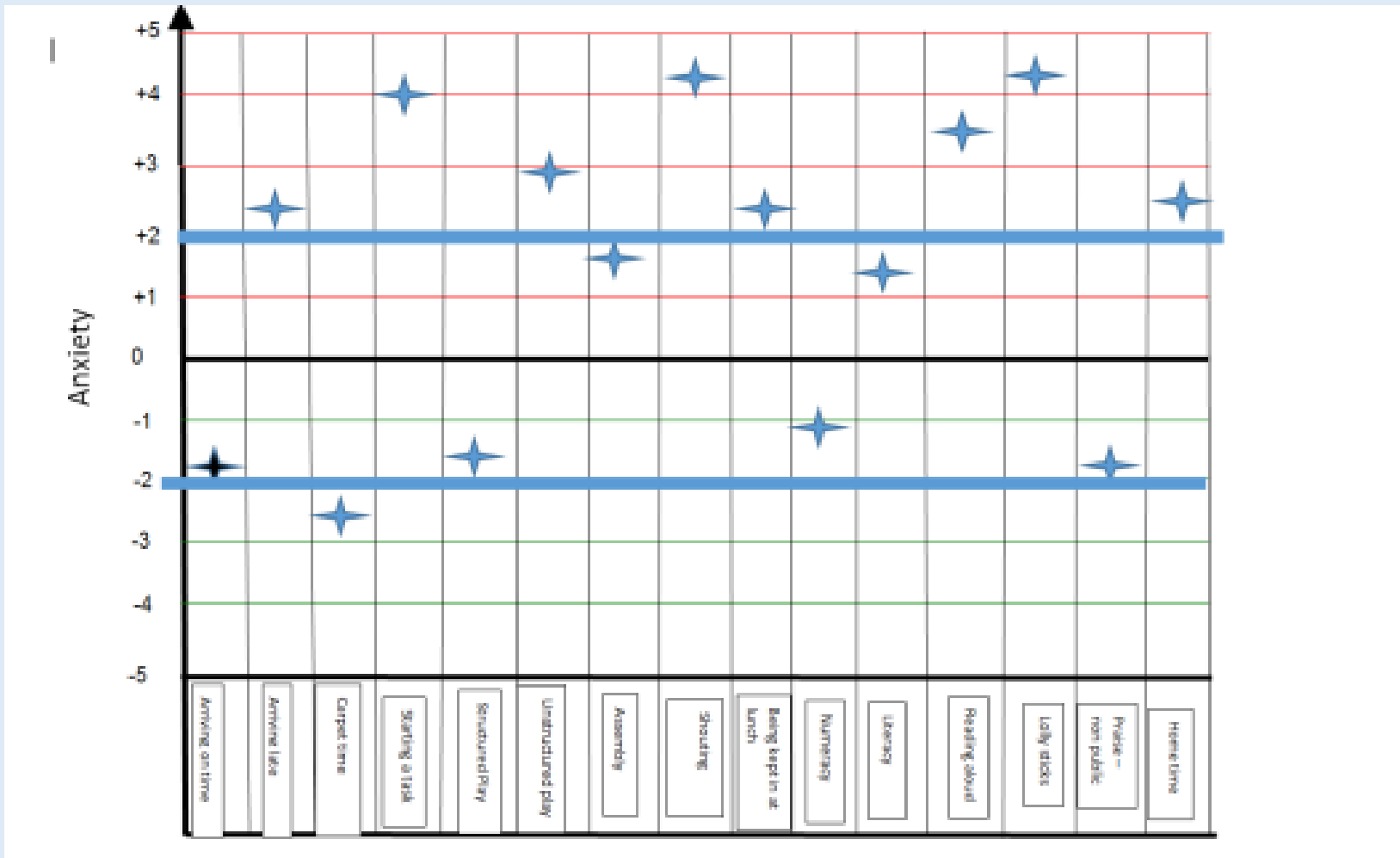


- Sensory Circuits use sensory-based movement activities which prepare children and young people for the day's learning and help them to achieve the 'just right' level of alertness they need to concentrate.
- They are made up of around 10 minutes of activities to help with sensory regulation.
- The aim of setting up a sensory circuit is to provide a way for children and young people to regularly receive a controlled sensory input.

Investigating Self Regulation



Anxiety Maps



Investigating Self Regulation



ABC Logs

Antecedent-Behavior-Consequence Log (ABC Log)

Instructions: Record objective information under the corresponding column for the antecedent, behavior, consequence, and the child's response to the consequence. This information should be recorded for any disruptive behavior occurring during the session/day. Descriptions should be kept brief and objective.

Child's Name:

Child's Class:

Adults Involved in Learning:

Date and Time	Environment Where did the behaviour take place. Who was present.	Antecedent Description of the environment and what occurred prior to the behavior	Behavior What the child did or said and how long the behavior lasted	Consequence What the responder did immediately following the behavior or how the environment changed	Child's response Upon receiving the consequence, how did the child respond?

Investigating Self Regulation



Step by Step Plans

Step	Task	Anxiety Rating	Reward
10	Go into school for 2 full days in one week	10	New outfit for a party
9	Go into school for 1 full day in a week	9	Have a sleepover with 2 friends
8	Stay in school until lunchtime for 2 days in a row	8	Choose a film to see at the cinema
7	Stay in school until breaktime for 3 days in a row	7	Pick what to have for dinner on Friday night
6	Stay in school until breaktime once	6	Go shopping with mum
5	Go into school for one lesson and breaktime or lunchtime	5	Have a friend round for dinner
4	Go into school for lunchtime	4	Have 15 extra minutes screentime
3	Go into school for breaktime	3	Get something nice for lunch
2	Go into school reception and sit there for 15 minutes	2	Watch my favourite film when I get home
1	Get my uniform on and go to the school gate then come home again	1	Pancakes for breakfast

Investigating Self Regulation



Step by Step Plans

- 1) What is the ultimate goal? (Be specific)
 - Sleep in own bed for 3 nights.
 - Eat meal cooked for them once a week.
 - Using the big toilet for 2 days in a row.
- 2) 8 - 10 steps (less for younger children)
- 3) Arrange them in order of least anxiety provoking.
- 4) Include your child.
- 5) Ensure rewards are appropriate - they don't have to be costly.
- 6) Repeat each step at least 3 times before moving on. If a step is too hard - break it down into smaller steps.
- 7) Give the reward as soon as possible.

Investigating Self Regulation



Conscious and Subconscious Behaviours

Subconscious Behaviours - behaviours that choose us
Behaviours that are evident without any thought or planning.

Conscious behaviour - Behaviours that we choose because they are successful or effective at meeting our needs.
Behaviours that are the result of thought or planning

Subconscious behaviour analysis checklist

Question	Response	Solutions or differentiation through anxiety mapping. Predict and prevent escalation
Is the behaviour medical or habitual?		Have we considered diagnosed or undiagnosed needs or diagnosis? Have we sought advice on the best way to support them?
What is causing the anxiety? (topic, adult, time, activity, peers, transition, noise etc)		Anxiety Mapping. How do we lower their anxiety? (topic, adult, time, activity, peers, transition, noise etc)
What is causing the fear? (topic, adult, time, activity, peers, transition, noise etc)		How do we support them to feel less fearful?
What is causing the anger? (topic, adult, time, activity, peers, transition, noise etc)		How do we support them to feel less angry/manage their anger? (roots and fruits)
What is causing the confusion? (topic, adult, time, activity, peers, transition, noise etc)		How do we provide support/structure so they feel less confused?
What is causing the embarrassment? (topic, adult, time, activity, peers, transition, noise etc)		How do we support them to feel less embarrassed/manage these feelings?
What is stimulating/overwhelming them?		How do we manage this stimulus ? (topic, adult, time, activity, peers, transition, noise etc , Anxiety mapping)

+ Conscious behaviour checklist

Question	Response	Solution or differentiation
What is their desired outcome of their behaviour?		Is there any other way they could get their desired outcome using pro-social behaviours, such as asking, negotiating etc ?
What is the motivation to behave anti socially?		What gains or benefits practically or emotionally are achieved through the behaviour?
What is the motivation to behave pro socially?		Is there any practical or emotional benefit or incentive to behaving pro-socially?
What are the expected consequences?		Is there certainty established through protective consequences? Are these used without time limitation? Do they prefer the consequence to the experience they have attempted to avoid?
How can I impact on the child's beliefs or values?		What pro-social experiences have you identified on their roots and fruits that will impact positively on their understanding, motivation, beliefs and values resulting in pro-social conscious behaviour?

Addressing Self Regulation Directly



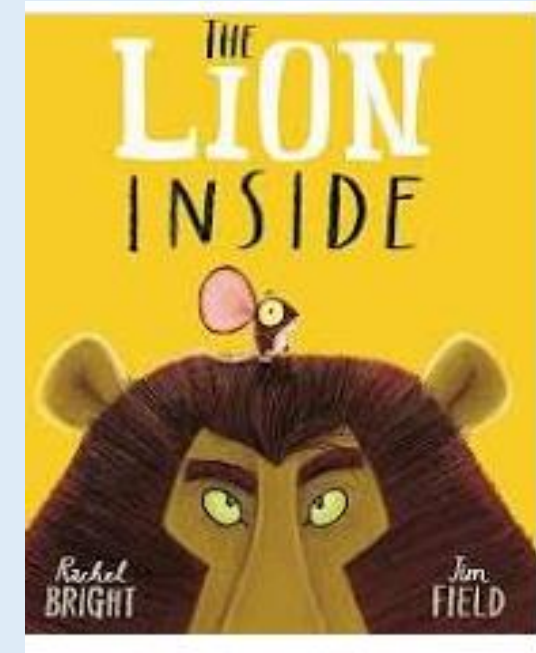
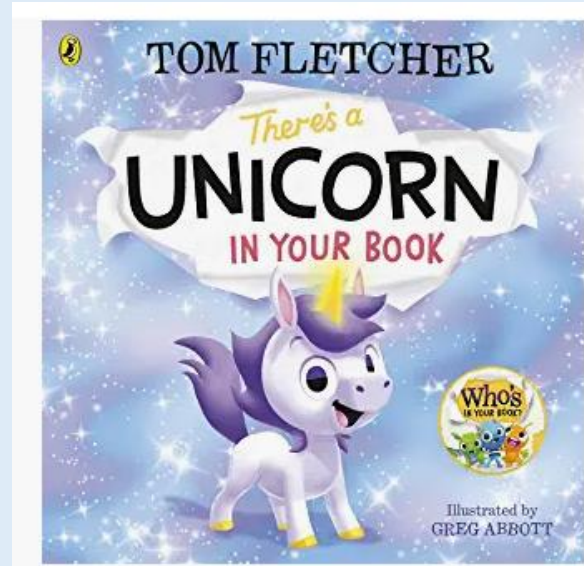
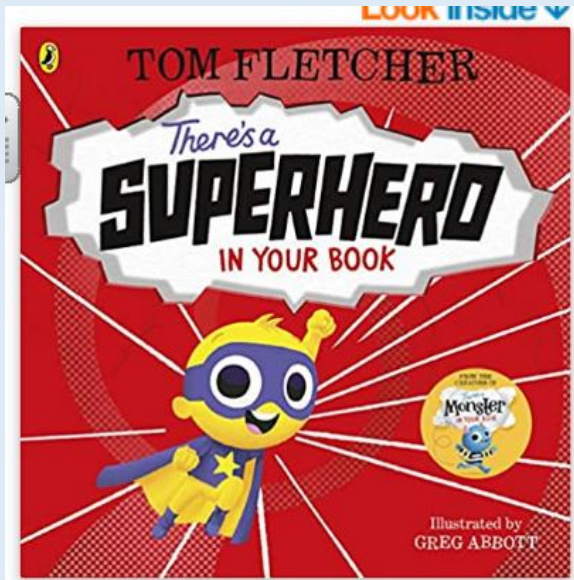
Provision

- Individualised!

(What works for one does not work for all / What works on Monday doesn't work on Tuesday!)

- Check Ins
- Blob Trees / Feelings Charts
- Mindfulness / Meditation
- Reflection Zone / Story Corner
- Social Stories
- Brain and Movement Breaks (*pre - emptying the behaviour*)
- Adult modelling (*I am feeling quite nervous today as I haven't taught this topic before...I am going to take a few deep breaths...*)
- Environment

Addressing Self Regulation Indirectly



Where else can I go for support?



- [F&B Website](#)
- [F&B Pastoral Offer](#) (includes all interventions we run as a school to support children who are struggling with regulating their emotions).
- [Family Centre](#) - school can refer or you can self refer (but please always let us know). They have workers who are able to come into your home and support with behaviours.
- [Mental Health & Wellbeing](#) (includes strategies to support positive self regulation).
- Inclusion Team - inco@fandb.herts.sch.uk - No question too small!
- [Sandbox](#) - NHS funded service to support children and young people in Hertfordshire with their mental health & wellbeing.
- [Children's Wellbeing Practitioners](#) - Manualised guided self help modules (anxiety, behaviour, low mood).