



FISHBOURNE CHURCH OF ENGLAND PRIMARY SCHOOL



Only one you



SEND Newsletter

Focus: Self-regulation



What is self-regulation?

Self-regulation is the ability to understand and manage your behaviour and your reactions to feelings and things happening around you. It includes being able to: regulate reactions to strong emotions like frustration, excitement, anger and embarrassment. calm down after something exciting or upsetting. focus on a task. Self-regulation is the ability to manage your emotions and behaviour in accordance with the demands of the situation. It is a set of skills that enables children, as they mature, to direct their own behaviour towards a goal, despite the unpredictability of the world and our own feelings. Children with a ADHD or anxiety may find it particularly challenging to manage their emotions, and need more help to develop emotional regulation skills.

Videos explaining self-regulation for kids

<https://www.youtube.com/watch?v=MiEdDAnhqbg>

<https://www.youtube.com/watch?v=Vs-MyQgfH3A>

Things to look out for:

If your child is displaying the following behaviours, these are examples of being dysregulated and support needs to be given to help them regulate again. Severe tantrums, low tolerance for frustration, outbursts, aggression, refusal to engage in expected behaviours / activities, frequent crying, frequent negative moods, difficulties with transitions, reoccurring social challenges, persistent trouble with daily routines and thoughts of self-harm.

Things you can do to support your child:

-The key to learning self-regulation skills, is not to avoid situations that are difficult for kids to handle, but to coach kids through them and provide a supportive framework —“scaffolding” the behaviour you want to encourage — until they can handle these challenges on their own.

-Pre-warnings about transitions coming up to help prepare them for the change. E.G. timer before coming off a device, verbal warning before leaving a friends house, discussion about what is happening the next day.

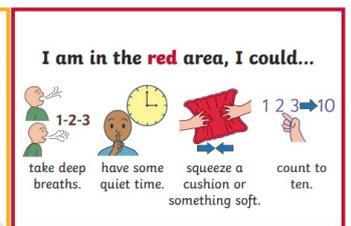
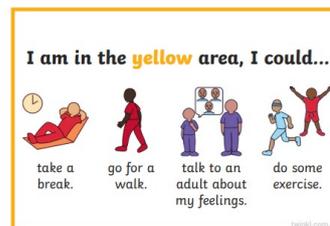
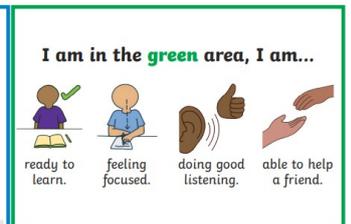
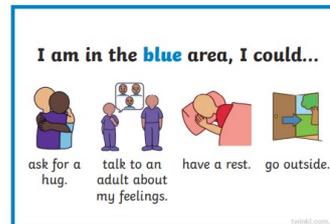
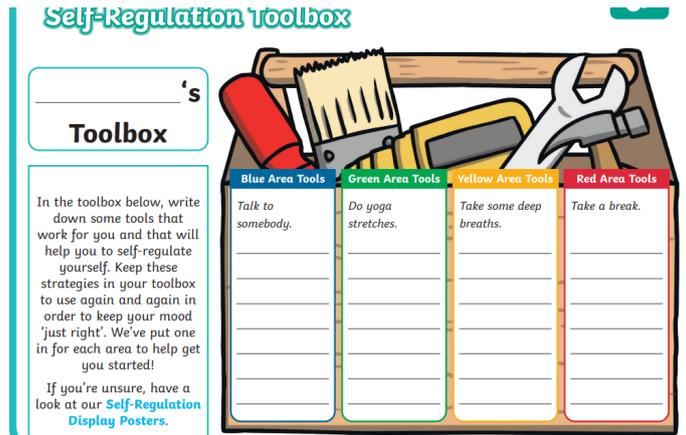
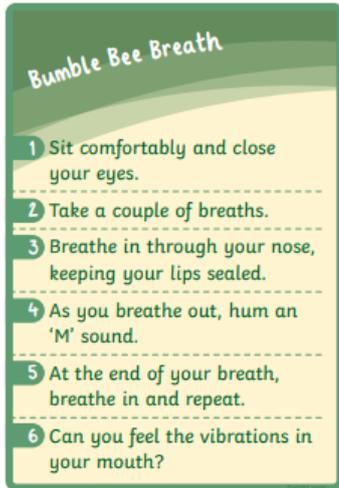
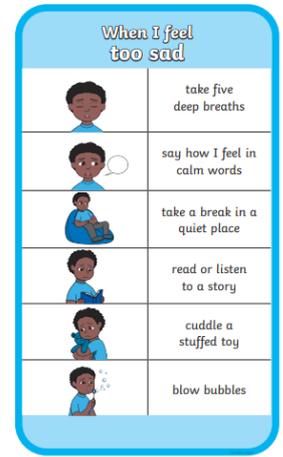
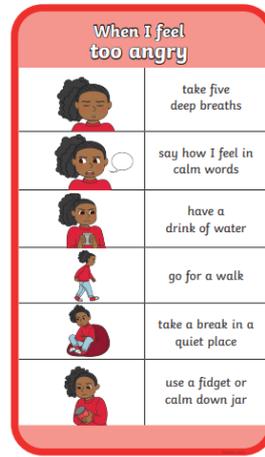
-Be consistent and start at a level that is appropriate for your child are key. Try paring down the activity so it is more doable, and slowly give your child more and more independence to handle it. E.G. if getting out the door in the morning is causing meltdowns, target one step at a time. First, say, getting dressed by 7:15. Once they've mastered that, set a target time for breakfast, and add that.

-Model self-reflection and self-awareness and self-regulation for our kids—model/ teach mindfulness, positive mind-set, and meditation.

-Ensure that children's resource pool for regulation is regularly replenished. Sleep, a balanced diet, and regular exercise are essential. Help children plan for activities they enjoy and in which they do well.

-Enhance their self-awareness to help them self-monitor. Help children rate their emotions and energy reserve on a scale from 1 (low) to 5 (high). Help them identify strategies to calm and ways to refill their resource pool.

Useful resource ideas:



Support materials

- ◆ <https://www.foothillsacademy.org/community/articles/self-regulation-difficulties>
- ◆ https://www.derbyshirehealthcareft.nhs.uk/application/files/9916/2074/6639/Self_regulation.pdf
- ◆ <https://raisingchildren.net.au/toddlers/behaviour/understanding-behaviour/self-regulation>

Further support:

If your child continues to show signs of dysregulation and this results in distressed behaviours it is worth speaking to the school nursing team, a GP and also the child's school. Please ask Jo Angell, sendco@fishbourneprimary.co.uk for further information on this.