



Emotion Regulation

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Speech and Language Therapist

Schedule:

1. SaLT team introduction

2. What is emotional regulation

3. What does emotional regulation look like in your child

4. Strategies to support your child's emotional regulation

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1. SALT Team Introduction

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Who are the Speech Therapists?



Jenny Marcall

7Ng, 8W, 11G



Jess Ragg

9H, 10B, 11B, 12O, 12W



Chelsie Fox

7MA, 8M, 9C, 10M

Part of the Children's Integrated Speech and Language Therapy Service for Hackney at the City



Who are the Intervention Teaching Assistants?



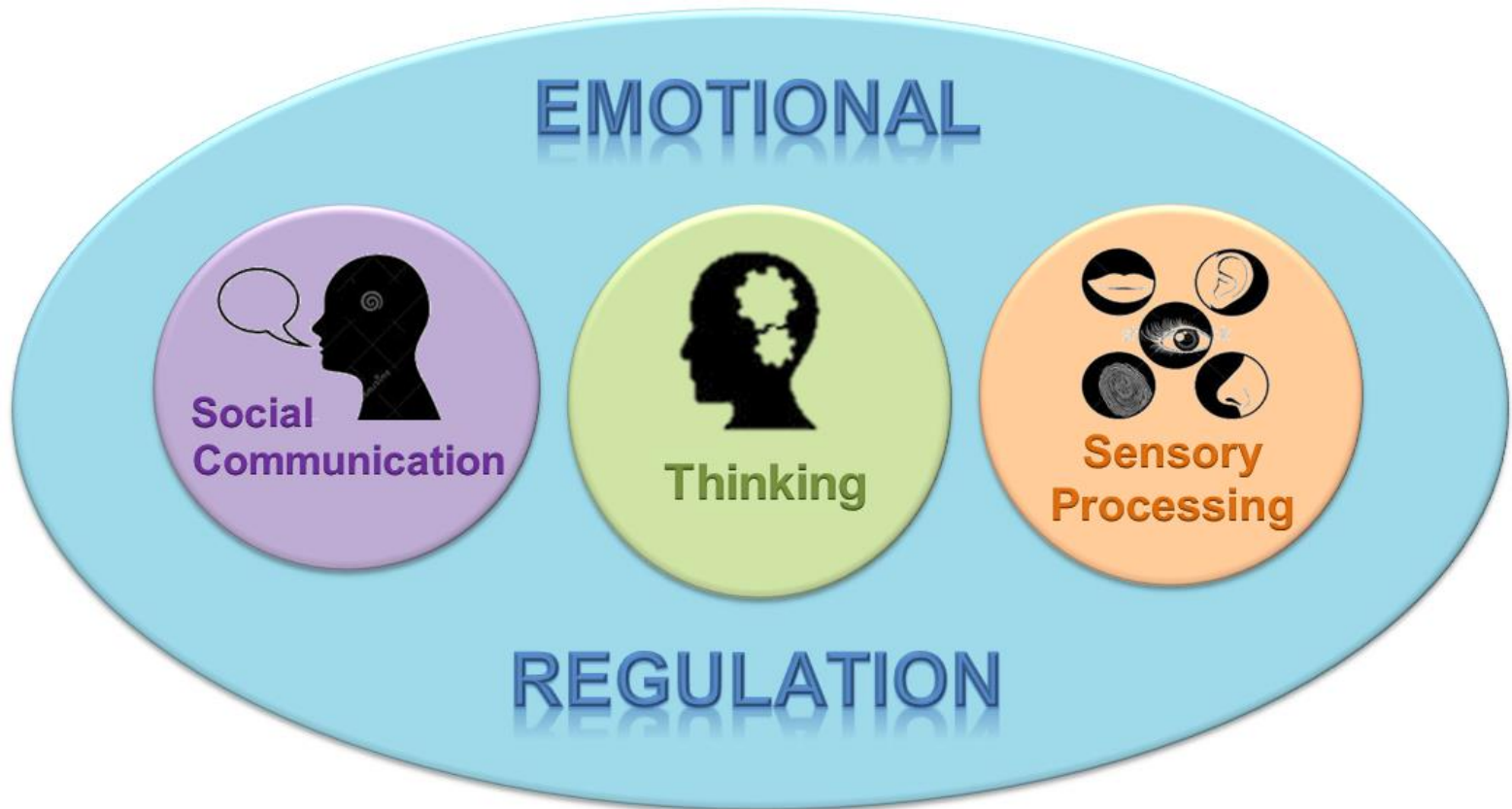
Mr Chapman



Ms Loughran

2. What is emotional regulation?





4 Areas of Difference



What is Emotion regulation?

A process by which individuals influence their response to stimulus, this can be by influencing the emotions they have, how intense and how they impact on the person.

The ability to act in a way that reduces the intensity of the emotional/ physical experience – for eg. spider!

How we experience regulation:

What scares you?

How do you know you're scared?



What is anxiety?

- Anxiety is the feeling of unease, fear or panic.
- Anxiety and fear are our body's built-in response to danger – our alarm system.
- Some symptoms of anxiety:
 - Increased heart rate
 - Sweaty palms
 - Feel sick
 - Hot
 - Difficulty thinking
 - Difficulty concentrating

FIGHT

FLIGHT

FREEZE

What influences our ability to regulate ourselves?

- Imagine that you have a bucket that all your stress goes into.
- Your bucket has a tap. When you do relaxing things it lets the stress out.
- When the stress gets too much your bucket spills over.



Your Stress Bucket

- Everyone has a stress bucket!
 - What makes your bucket fill up?
 - What helps to let the water out?



+ 3. Emotional regulation in your child +

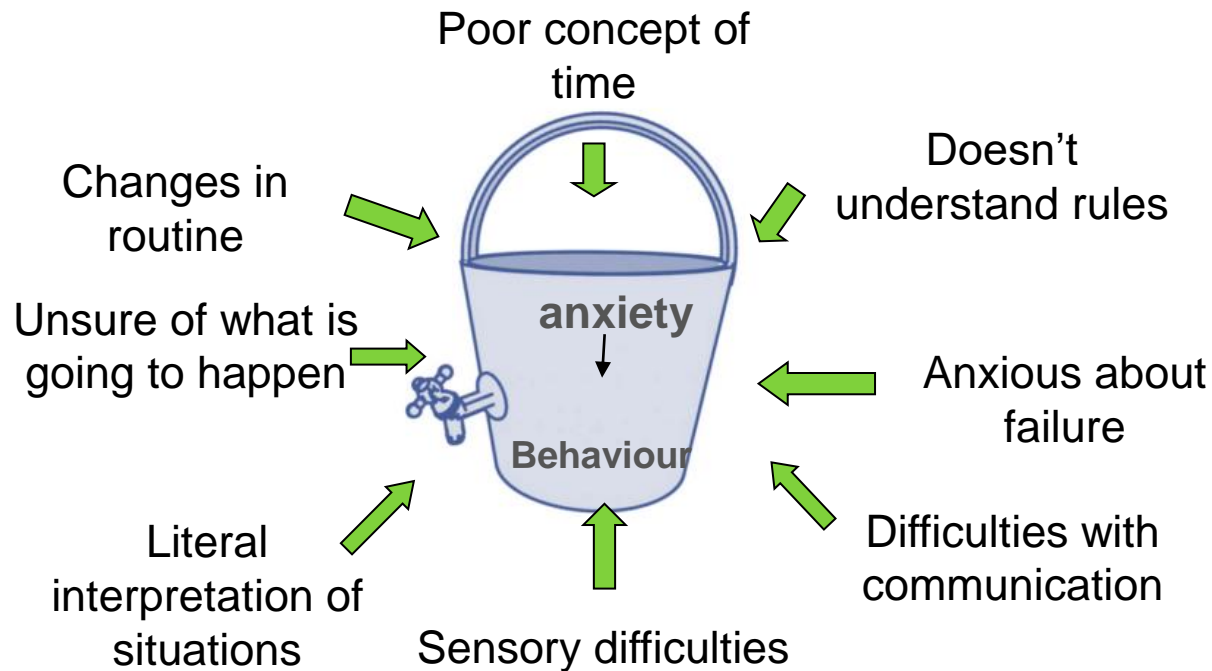
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Your Child's Stress Bucket

- Group exercise:
 - What makes your child's bucket fill up?
 - What helps them to let the water out?



Your Child's Stress Bucket



These experiences and feelings are very common for people with additional needs

How do you regulate yourself?

Self Regulation

Things we do make ourselves calm or alert

Sensory motor **Self talk**



Mutual Regulation

Seeking help or comfort from others to make us feel calm or alert



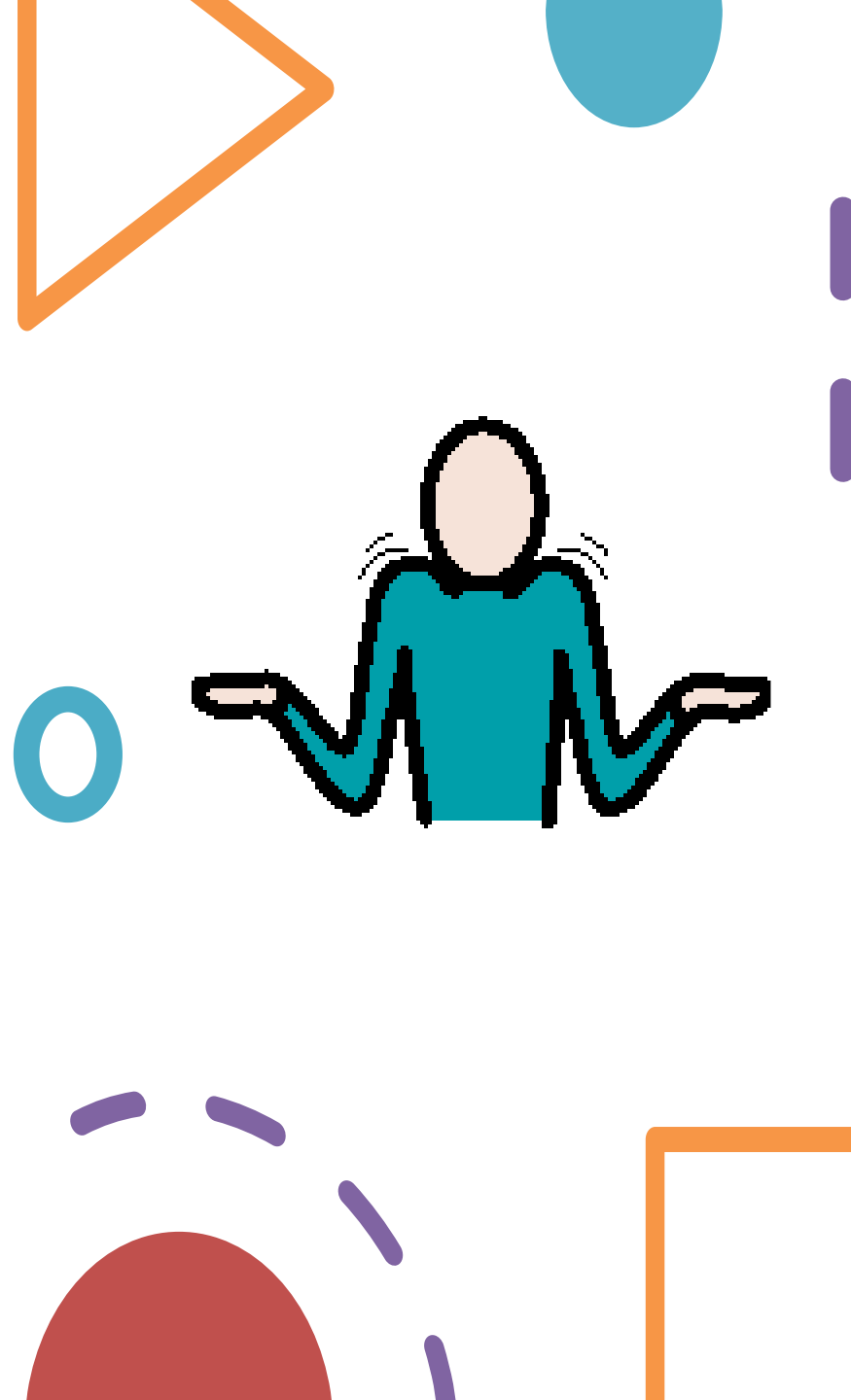
What about your child?

- It can be harder- children often have sensory needs and it can be impossible to manage that alongside feelings.
- As it is harder to regulate when you have needs, we often see this as behaviour



What behaviours
does your child show
when they are
dysregulated?

How do they show
these behaviours?



Understanding Behaviour

- All young people (and adults!) display behaviour difficulties some times
- Behaviour is anything a person does or says to communicate what they are thinking or feeling

Reasons for behaviour

For children with additional needs, communication and understanding may be harder so often people must use behaviours to communicate their needs:

- To **gain** something (attention, initiate play or interaction)
- To **escape** something (get out of a situation, stop something from happening)
- To get **stimulation** or relieve boredom (sensory)
- To **express or manage feelings** (scared, worried, confused, pain)



Using our SEN lens

- The key is **understanding why** something is happening!
- Understanding the WHY can help us know what to do and help us to think about how we can help them to self-regulate.



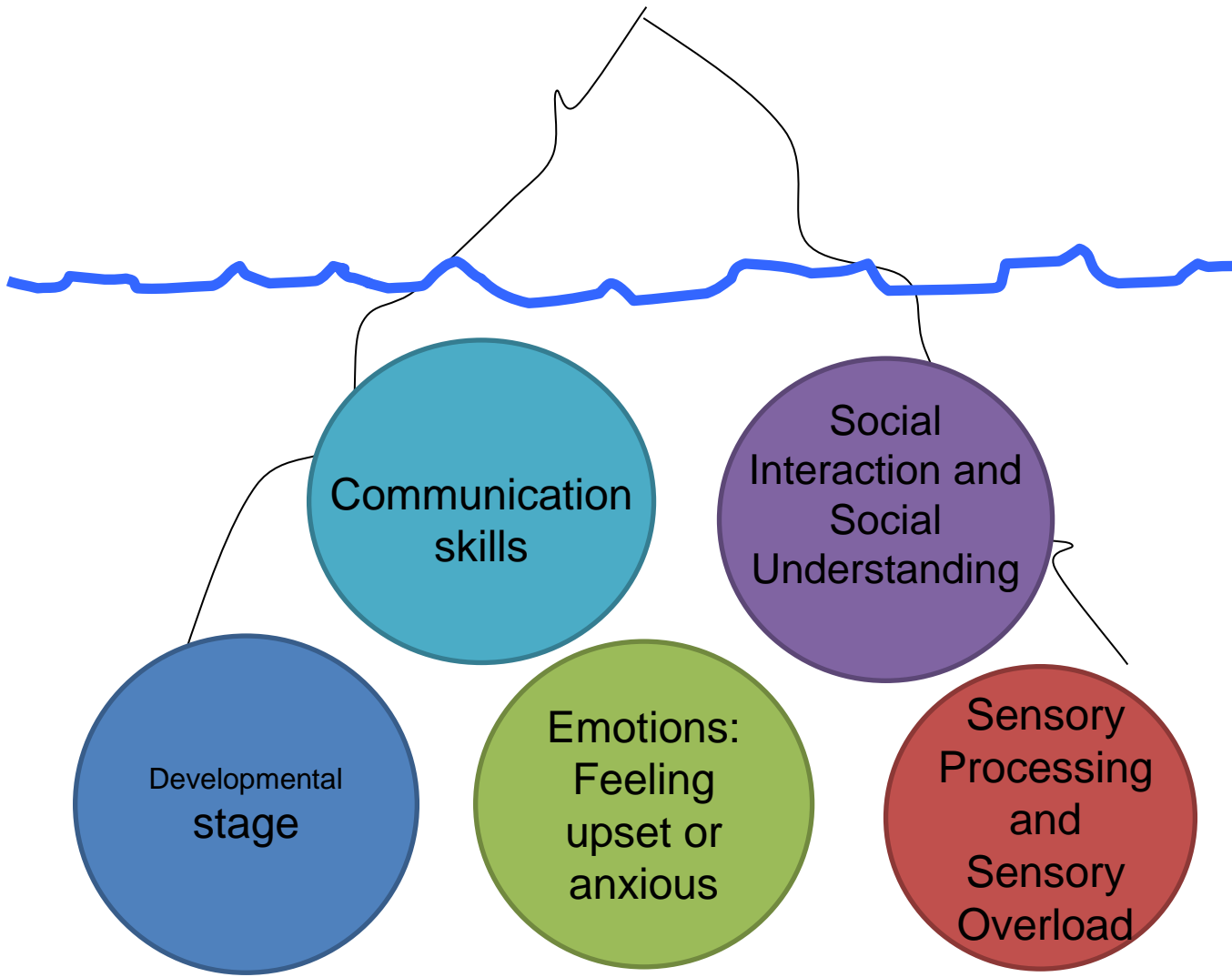
+ 4. Strategies to support emotional regulation +

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The Iceberg



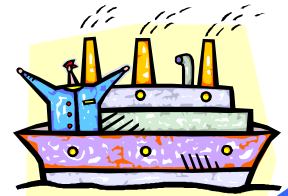


Using the Iceberg

*Brian is 14 years old and is autistic .
On Saturday morning, his swimming club got cancelled.
This was difficult for Brian, and he became dysregulated.*

What can you see?

Crying,
Throwing
phone,
kicking wall



What's underneath the surface?

Doesn't like sudden changes

Unprepared for unexpected transition

Too much information that I don't understand!

Doesn't know how to communicate how he feels

How does your child
express their feelings?

Strategies





































- What are you already doing to support your child's emotional regulation?

The Angry Birds Six Point Scale

0 	 sad	 tired	 sick	 bored
1 	 calm	 happy	 ready to learn	 good
2 	 worried	 nervous	 confused	 excited
3 	 unsettled	 annoyed	 silly	 wobbly
4 	 stressed	 scared	 losing control	 frustrated
5 	 angry	 lost control	 panic	 mad



My toolbox

 	 	 	 	 	 						
 sad	 sick	 calm	 okay	 worried	 nervous	 unsettled	 annoyed	 stressed	 scared	 angry	 lost control
 tired	 bored	 happy	 ready to learn	 confused	 excited	 silly	 wobbly	 losing control	 frustrated	 panic	 mad

Here are some of my tools:

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Emotional Toolbox



Physical Tools



Relaxation Tools



Social Tools



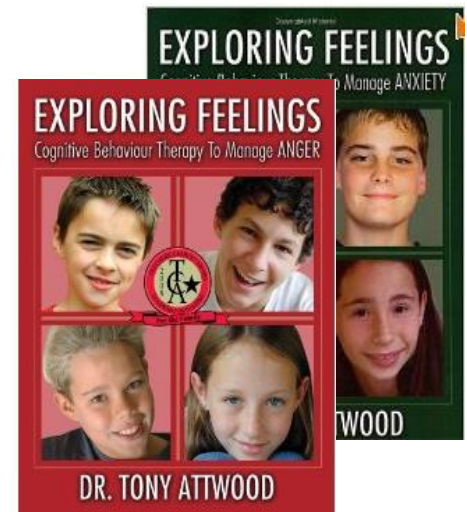
Thinking Tools



Special interest tools













Other Tools

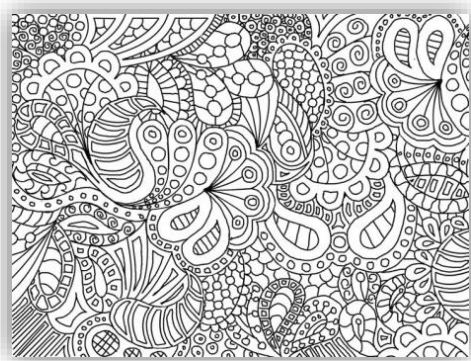


The Angry Birds Six Point Scale

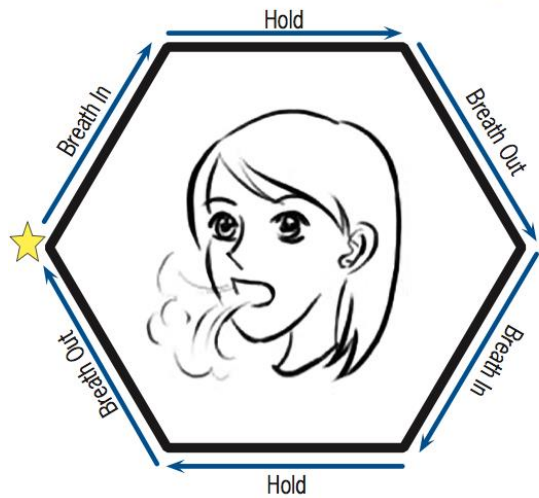
0					
1					
2					
3					
4					
5					



10 hand squeezes 	10 shoulder rolls 	5 full head rolls 	5 foot circles (each side) 	Hold shoulder stretch for 30 seconds 
5 chair press ups 	5 arm stretches 	5 finger wiggles 	10 face scrunches 	5 leg stretches 



The Six Sides of **Breathing**

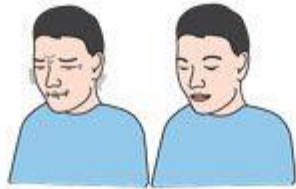


Relaxation breathing strategies

1. SIT ON A CHAIR.



2. SCRUNCH UP YOUR FACE...
THEN RELAX IT.



3. TENSE YOUR ARMS...
THEN RELAX THEM.



4. TENSE UP YOUR SHOULDERS AND CHEST...
THEN RELAX THEM.



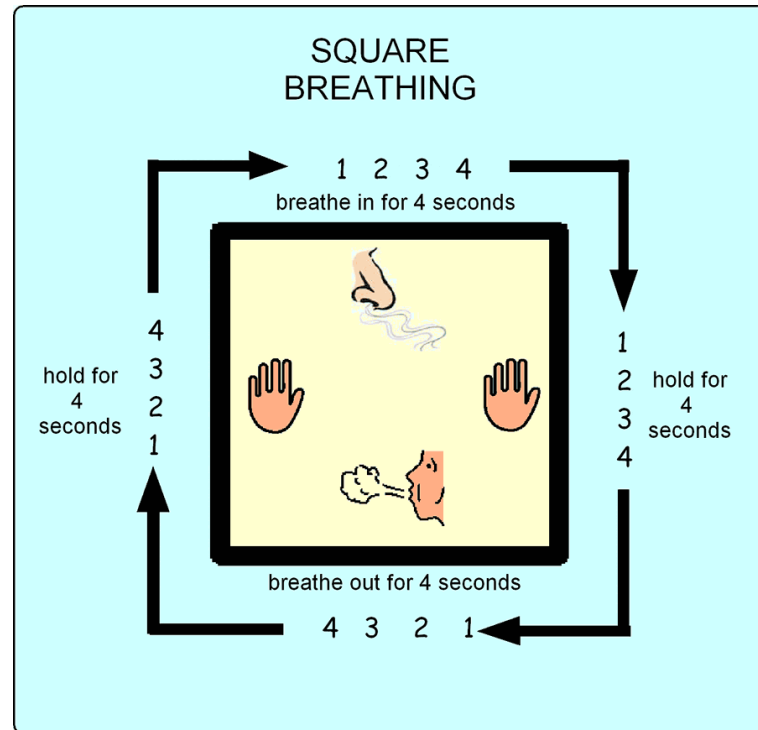
5. TENSE UP YOUR LEGS...
THEN RELAX!



6. BREATHE IN RELAXATION...



BREATHE OUT TENSION.



Asking for a break



break

- Some children find it hard to ask for a break.
- They need us to model first.
- This is a way for them to understand they have had enough and seek support.
- After they continue back to the activity.

How to support emotional expression: PALM



Pause

Give yourself time to think, try not react to behaviours instinctively in a 'neuro typical' way

Attune and analyse

How is the student feeling? Empathise and join in a little bit. Why is he doing that?

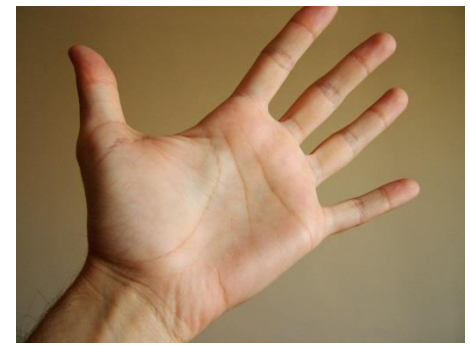
Label

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 and relevant coping strategy

Example: Frustration



Behaviour: On the bus the student will kick the chair in front of them

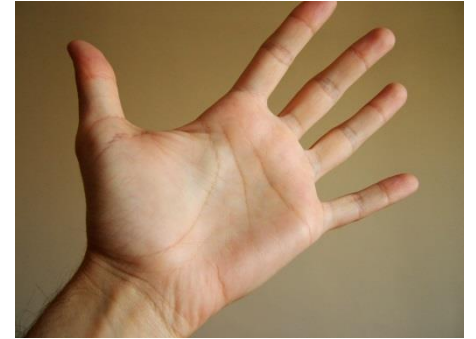
P: Try not to say “no kicking” – hold back from shouting or responding in the typical way

A: maybe the student is bored or frustrated. Maybe they don’t know where they are going or how long the journey will take.

L: ‘Angry’ ‘frustrated’ ‘Your body looks tense, you like you are at a 3’ Show them on your 6 point scale keyring or poster.

M: Offer the student something to do to keep them occupied. Explain using photos or a social story about where they are going. Pre warn about what might happen. Be explicit about expectations.

Example: Excitement



Behaviour: Student jumps up and down and flaps hands when music comes on during a school trip to the museum

P: try and avoid telling them to stop or listen

A: maybe join in the jumping

L: 'you look happy!'

M: we can say 'I Love music'.



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Any questions?

Further information



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facebook

facebook.com/gethackneytalking/



Twitter.com/hackneytalk





Your feedback

We would like to hear your views.
You can scan this QR code to
answer a couple of questions:

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