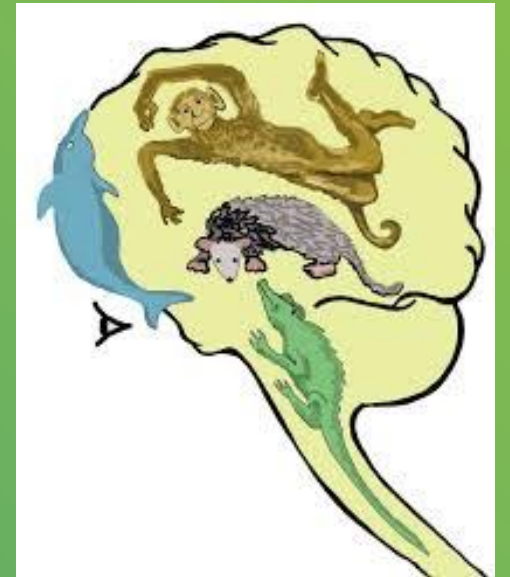


# Emotional Regulation-today's aims:

- The importance of 'Executive Function' in self-regulation
- What is self-regulation?
- How can we help support?
- Consideration of stressors – The Neuroscience of 'Flight, Fright, Freeze or Drop'
- + Strategies
- Calming Techniques
- Practical Hands-on Ideas
- Further reading and resources – **Dover District Idea Share**

[DOVER STLS](#)

Sarah McLeod and Sam Armstrong



# Emotional Regulation

*We are NOT born with  
the ability to self-  
regulate, but we are  
born with ability to  
learn....*

DOVER STLS

Sarah McLeod and Sam Armstrong



# The importance of Executive Function

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Self-regulation and executive function are not new terms; however, for the very first time, they are now mentioned within the Early Years Foundation Stage

- Executive functioning...has been found to
- + • be powerful predictor of school readiness
- o and of subsequent academic achievement.'

*Getting it right in the Early Years Foundation Stage: A Review of the Evidence:(p. 26)*

**With ages 3 to 5 a window of opportunity for dramatic growth ...**

# What is Executive Function?

- 'Executive function is largely controlled by basic maturation of the nervous system'.
- *(Working with the Revised Early Years Foundation Stage Principles into Practice, pg.53)*

Executive function includes the child's ability to:

- hold information in mind
- focus their attention
- think flexibly
- inhibit impulsive behaviour.
- *(Development Matters, 2021, p.11)*



In  
brief:

## Executive Function

Can include a child being able to:

Hold Information in Mind



Focus Their Attention



Think Flexibly



Inhibit Impulsive Behaviour



# What is self-regulation?

- The ability to control emotional and physical impulses
- + • Self Regulation helps us to deal with complex feelings and emotions.
- o • We develop Self Regulation as we grow up – but executive functioning difficulties can impact upon a persons ability to learn the skills of emotional regulation.

## Understanding Self-Regulation

Self-regulation skills can include children being able to:

Bounce Back When Things Get Difficult



Concentrate Their Thinking



Monitor What They Are Doing and Adapt



Be Patient for What They Want



Regulate Strong Feelings



Plan What to Do Next



# Self-regulation:

## Understanding Self-Regulation

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Regulate Strong Feelings

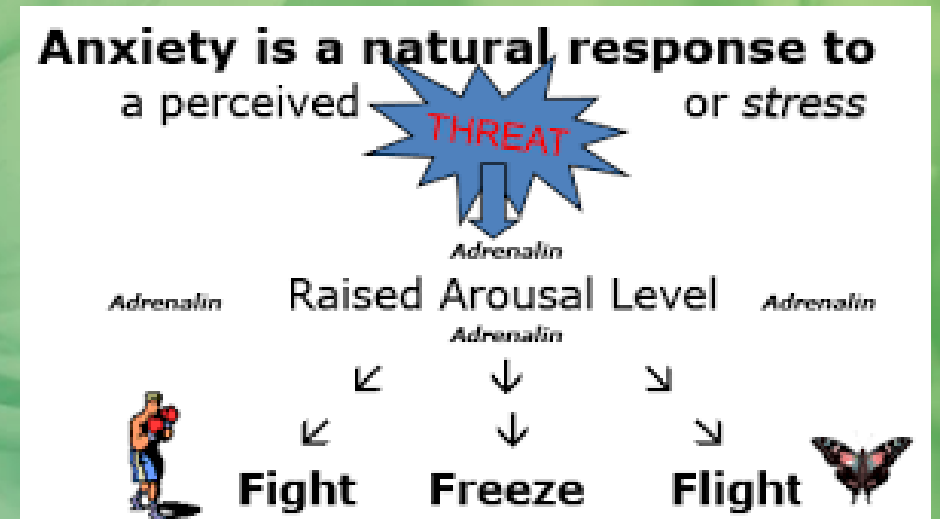


Plan What to Do Next



# The Neuroscience

- Every interaction, experience or thought releases chemicals into our brains
- Negative interactions, experiences and thoughts create the release of the stress chemical cortisol
- Cortisol has a negative effect on brain development
- It can cause the amygdala hijack – when an overwhelming emotional feeling interferes with our availability to think rationally leaving us in fight, flight or drop mode







# To develop good levels of executive function and therefore self-regulation, we need solid foundations:

Significant adults nurturing and caring for them in a constant, calm, kind and gentle manner to provide reassurance, safety and security

Unconditional love and due regard

Predictable, consistent routines and clear boundaries for their emotional security and safety

Being listened to and their feelings acknowledged

Learning to understand their feelings, what these feelings mean and what they are called so that they can communicate their feeling in words rather than physically in actions

Time to use play as a medium to learn and problem solve

## Unconditional love and due regard

Significant adults nurturing and caring for them in a constant, calm, kind and gentle manner to provide reassurance, safety and security

Predictable, consistent routines and clear boundaries for their emotional security and safety

Being listened to and their feelings acknowledged

Learning to understand their feelings, what these feelings mean and what they are called so that they can communicate

Time to use play as a medium to learn and problem solve

# What other influences need consideration?

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- Noticing when they are getting frustrated
- Observing any triggers
- Modelling strategies
- + • Asking if they want some help before its too late
  - • Senses – smell, texture, taste, sound
  - Tiredness



# Calming techniques

to release happy chemicals -serotonin

- Positive interactions, words, thoughts and gestures
- ‘Wow you are trying hard to ....’; ‘Look at your happy face...’
- Laughter (infectious smiles and fun)
- Kindness (stories, praise, reward)
- Feathers, pom-poms, heart stickers, lolly sticks, calm space, feelings station

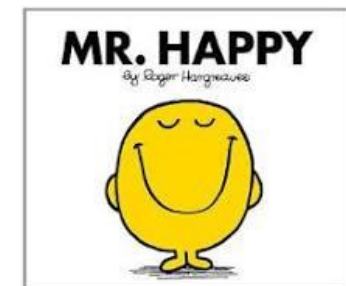
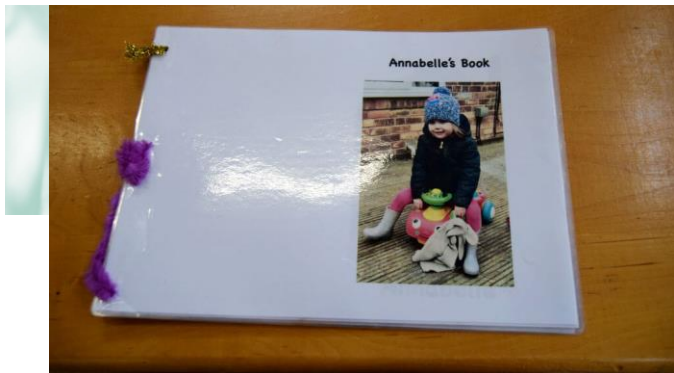
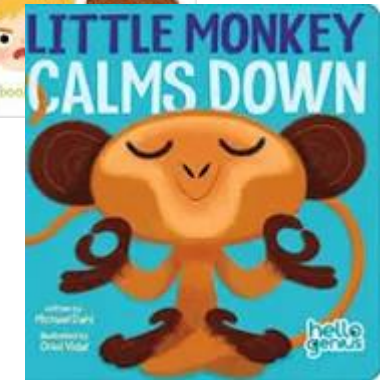
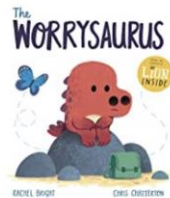
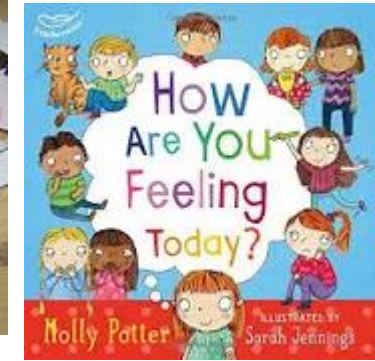
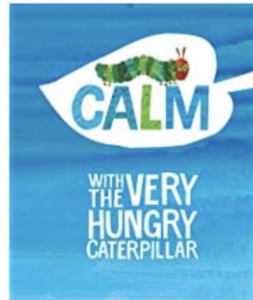


# Strategies

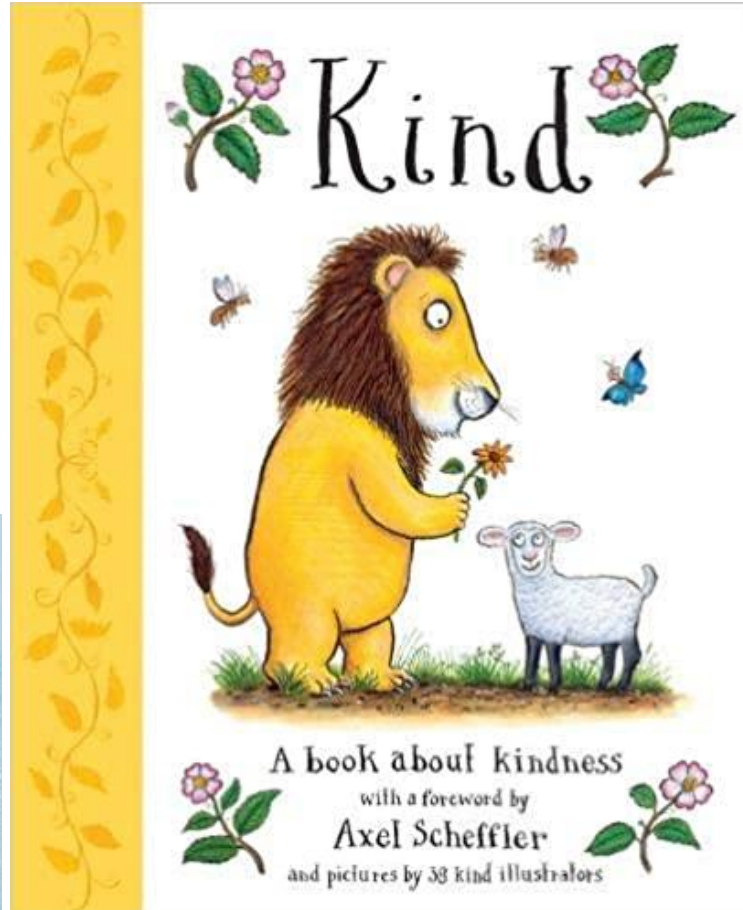
Planning	Environment	Resources	Directly Teach	Attune
Use smaller groups	Have natural daylight	Visuals of expectations	Emotions	I see you feel ....
Plan transitions	Reduce background noise	Sign, say, symbol	Play sequences	Give feelings name – teach the language
Routine, predictable	Reduce clutter	Timers	Social skills	
Sensory experiences/diet	Accessible outdoor areas <small>to release stressors</small>	Countdowns: 5-4-3-2-1 ...	Kindness	
Fun – laughter	Safe/calm/relaxing space	Cushions	Games	

# Teaching Emotions

<https://www.youtube.com/watch?v=lQZX1IIAnLw> – This is my happy face ...



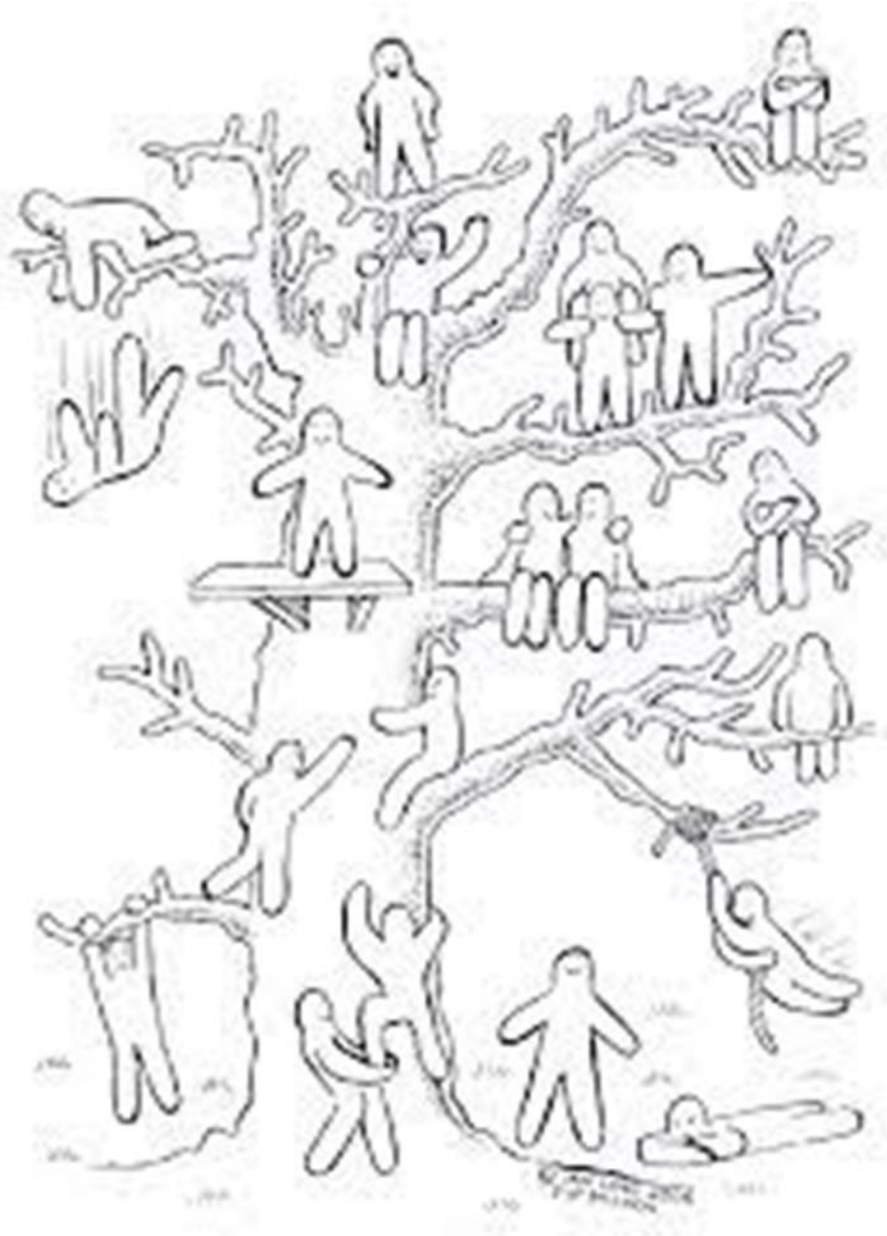
# Books and Ideas






<https://www.zonesofregulation.com/index.html>

<https://www.amazon.co.uk/Zones-Regulation-Leah-Kuypers/dp/B008M7E0G8>



## ZONES OF REGULATION!

Blue	Green	Yellow	Red
			
Sick Sad Tired Bored Moving Slowly	Happy Calm Good to Go Focused Ready to Learn	Frustrated Worried Silly/Wiggly Anxious Excited	Mad/Angry Mean Yelling/Hitting Out of Control I Need Time and Space

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## Further Reading and Resources

- [Getting it right in the Early Years Foundation Stage: A Review of the Evidence](#)

<https://www.early-education.org.uk/getting-it-right-early-years-foundation-stage-review-evidence>

- [Development Matters](#)

<https://www.gov.uk/government/publications/development-matters--2>

- [Working with the Revised Early Years Foundation Stage Principles into Practice](#)

<https://www.amazon.co.uk/Working-revised-Early-Years-Foundation/dp/B08M8GVVWX>

- [Thrive](#)

[https://www.thriveapproach.com/thrive-training/?gclid=EAlaIQobChMli-3JtNCd9AIVZoFQBh0NUAD\\_EAAYASAAEgLtXPD\\_BwE](https://www.thriveapproach.com/thrive-training/?gclid=EAlaIQobChMli-3JtNCd9AIVZoFQBh0NUAD_EAAYASAAEgLtXPD_BwE)

<https://www.facebook.com/ThriveApproach/>

- [Resources from Twinkl](#)

<https://www.twinkl.co.uk/resources/topics/ourselves-all-about-me/my-emotions>

- [Zones of Regulation](#)

<https://www.zonesofregulation.com/index.html>

- [Five to Thrive](#)

<https://www.flyingstartluton.com/wp-content/uploads/2018/06/Five-to-Thrive-Leaflet-new-branding.pdf>

- [Super Simple songs](#)

<https://www.youtube.com/watch?v=CMcyPwtLD9g>

- [Nursery World Self-regulation](#)

<https://www.nurseryworld.co.uk/features/article/eyfs-best-practice-all-about-self-regulation>

- [Dr Dan Siegal's Hand Model Brain](#)

<https://www.youtube.com/watch?v=f-m2YcdMdFw>

**DOVER District Ideas ....**

You and your team's well-being

