



# Emotional Regulation in Early Years

**Supporting children**  
**with behaviours which communicate their distress**

*Presented by Sarah McLeod and Tracey Cook*

# Housekeeping

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Microphones



Break out rooms and activities



GDPR rules



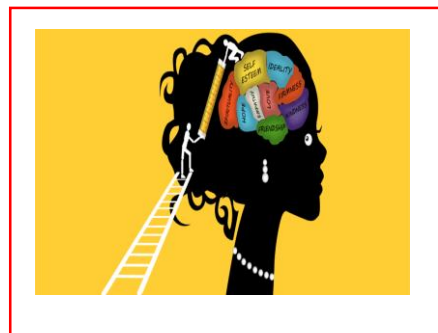
Timings



Look After Yourself



|                     |   |
|---------------------|---|
| <u>9:30-10:15</u>   | Introductions The Neuroscience <b>Break</b>                               |
| <u>10:30-11:15:</u> | Activity Calming Techniques & The Legalities <b>Break</b>                 |
| <u>11:30-12:15:</u> | Activity The Function of Behaviours and The Triggers <b>Lunch</b>         |
| <u>12:45 -1:30:</u> | Incredibly Fun Games Strategies, Resources & Support Options <b>Break</b> |
| <u>1:45 – 2:30:</u> | Activity Emotional Regulation Clinic – Questions <b>Restful times</b>     |





## Break-Out Rooms.

1.

Introduce yourself.  
Name, workplace and  
one interesting fact about  
yourself.

2.

If you had one  
superpower, what  
would it be?

Today's Aim:

- To develop effective practice to support children's social, emotional mental health (SEMH) and therefore support Emotional Regulation within an Early Years environment.

# Objectives

By the end of the session you will be able to:



Help to identify & understand complex issues associated with children with social, emotional and mental health difficulties



Identify how the environment in your setting impacts on children's behavioural responses



Understand the importance of a whole-team approach to develop children's self-esteem and encourage positive behaviour through the implementation of developmentally appropriate strategies.

# Emotional Regulation

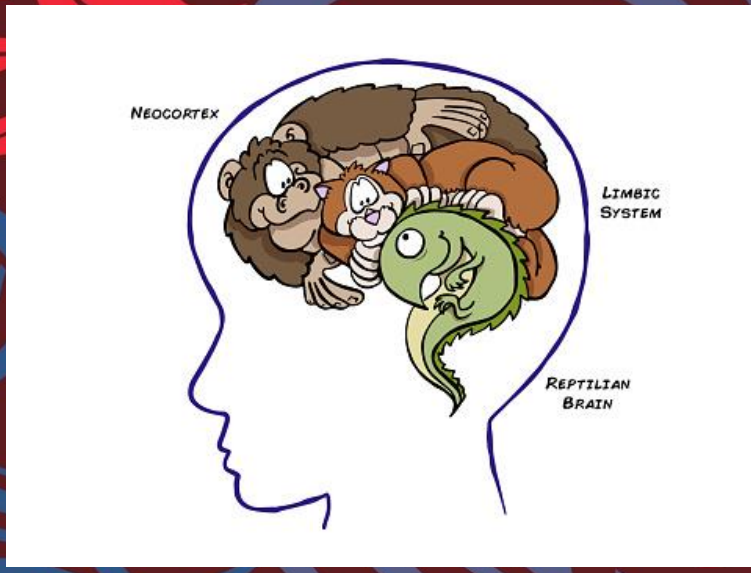
*We are NOT born with the ability to self-regulate, but we are born with **ability to learn....***



Self-regulation is developmental and closely attached to executive functioning and impulse control





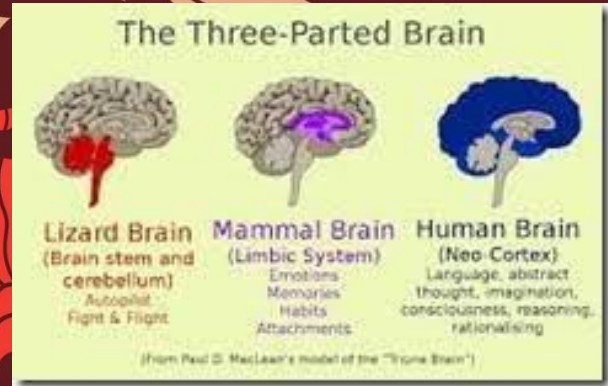
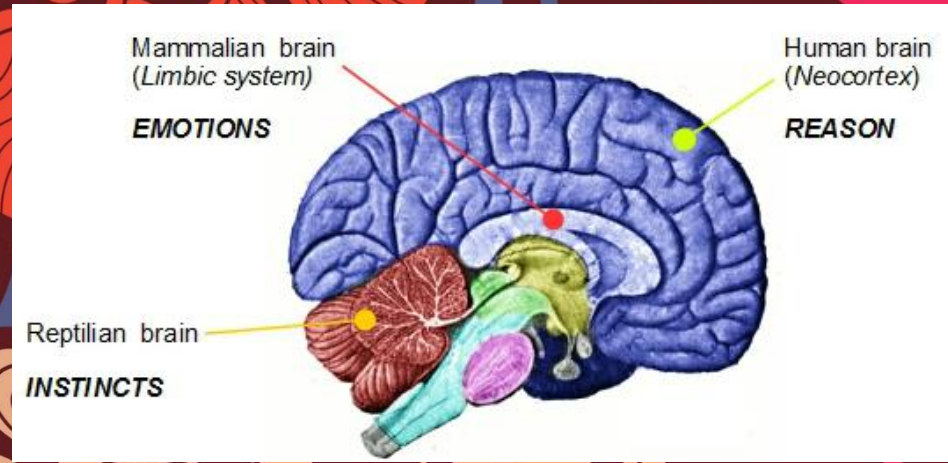
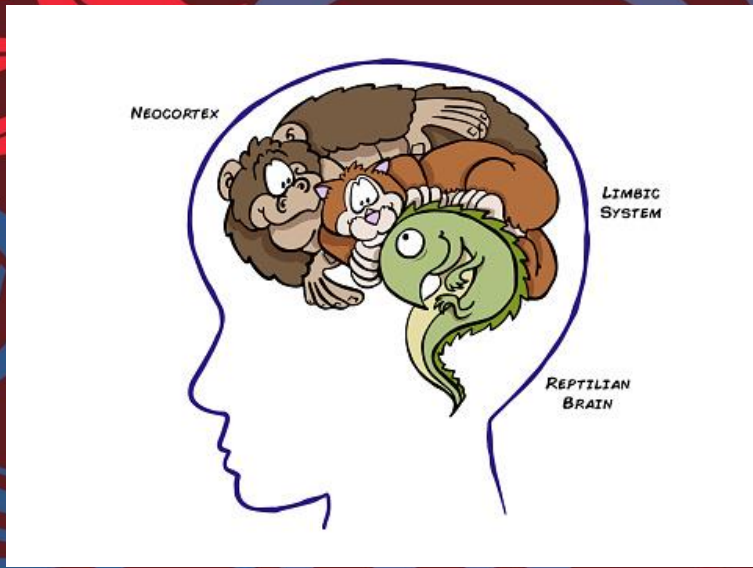


## The Neuroscience Behind SEMH

Our Aim...

Through consideration of the neuroscience behind SEMH, be able to look beyond the behaviours, through a new lens, and help support the development of an effective self-regulation system





# Meet Dr Daniel Siegal ...

<https://youtu.be/gm9CIJ74Oxw>





**Time to rest those eyes and hydrate...**



Think about a time when you were at your absolute 'best and worst' version of you...

What factors led to you feeling/being this way?





Share



# Calming techniques

to release happy chemicals -serotonin

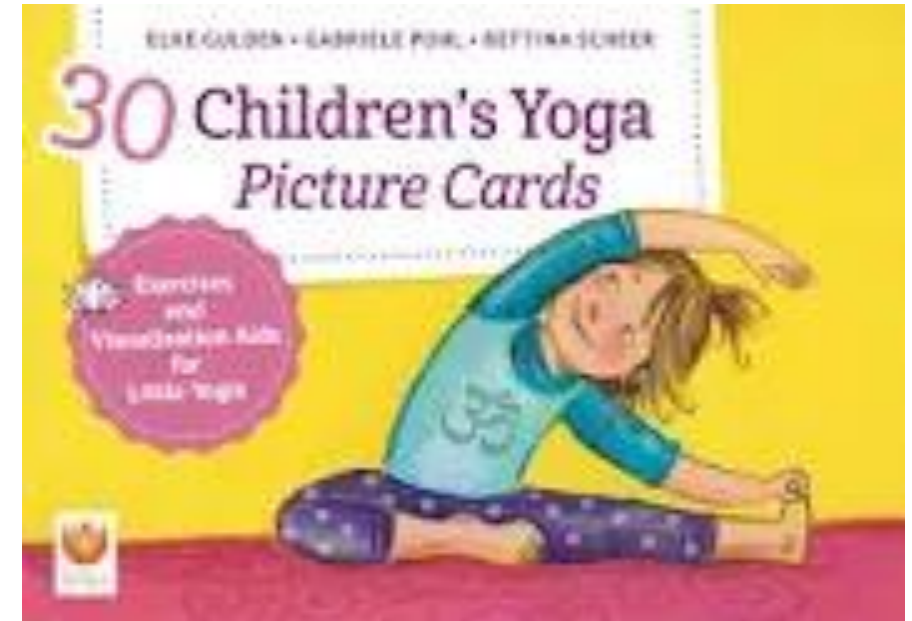


# Calming techniques

to release happy chemicals -serotonin

## 75 EASY AND FUN CALM DOWN STRATEGIES FOR KIDS

1. Slow down your breathing.
2. Get comfort from a warm compress.
3. Stretch.
4. Write a letter.
5. Breathe in a favorite scent.
6. Drink a glass of water.
7. Get wrapped up tight in a blanket like a burrito.
8. Run/walk around the outside of the house a few times.
9. Draw/color what your feelings would look like.
10. Squeeze something.
11. Do animal walks (bear, crab, frog jumps etc)
12. 'Yell your anger' into a pillow/blanket/sleeve.
13. Watch an animal.
14. Climb.
15. Cuddle up with a cozy blanket.
16. Do a handstand.
17. Try a short guided meditation for kids.
18. Play with water.
19. Listen to music.
20. Jump.
21. Visualize a 'happy place'.
22. Play/cuddle with a pet.
23. Do a downward-facing dog yoga pose.
24. 5-4-3-2-1 Challenge (5 senses check-in).
25. Go outdoors.
26. Tell a grown-up what you need.
27. Get a back scratch.
28. Take a warm bath.
29. Read a book about emotions.
30. Make your own fidget.
31. Rock back and forth.
32. Do a 'brain dump' in a journal.
33. Rip up or crumple a piece of paper.
34. Name 5 favorite things.
35. Chew gum or a chewy.
36. Rock yourself like a baby.
37. Cover up with a weighted blanket.
38. Color or read on your stomach.
39. Go to the park.
40. Watch a bubble timer or bubble stick.
41. Find a cozy space to crawl into.
42. Do 15 squats.
43. Squeeze your fists as tight as you can.
44. Count backward from 50.
45. Remind yourself it's ok to be angry/upset/hurt etc.
46. No, seriously. Go outside!
47. Go for a bike ride.
48. Try a yoga video on Youtube.
49. Try an exercise video on Youtube.
50. Learn about your brain and why it's hard to control your emotions sometimes (hand model of the brain)



<https://parentswithconfidence.com/calm-down-strategies-for-kids/>



# 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’



# The Legalities

Most recently, within the **2021** Early Years Foundation Stage (EYFS) reforms the term **'self-regulation'** is seen for the first time

In **Personal, Social and Emotional Development (PSED)** we have seen the Sarah aspects of 'making relationships', 'self-confidence and self-awareness', and 'managing feelings and behaviour' make way for the **new ELGs of:**  
**'self-regulation', 'managing self',**  
**and 'building relationships'.**

# The Disability Discrimination Act 1995 The Equalities Act 2010

Sets out duties that:

Children with behavioural, emotional & social difficulties may be considered to have both SEN and a disability.

In line with DDA children must not be treated 'less favourably' and reasonable adjustments must be made for them.

# The context of change

SEND Code of  
Practice (0-25 yrs)  
2014

Children and  
Families Act 2014

Early Years  
Foundation Stage  
2014

National Curriculum-  
The British values  
2014

[SEND code of practice: 0 to  
25 years - GOV.UK  
\(www.gov.uk\)](http://www.gov.uk)

[Children and Families  
Act 2014  
\(legislation.gov.uk\)](http://legislation.gov.uk)

[Stat guidance template  
\(foundationyears.org.uk\)](http://foundationyears.org.uk)

[Guidance on promoting  
British values in schools  
published - GOV.UK  
\(www.gov.uk\)](http://www.gov.uk)

# Underpinning this change is:

UN Convention on the Rights of the Child 1991

**UN Convention on the Rights of the Child**  
**In Child Friendly Language**

"Rights" are things every child should have or be able to do. All children have the same rights. These rights are listed in the UN Convention on the Rights of the Child. Almost every country has agreed to these rights. All the rights are connected to each other, and all are equally important. Sometimes, we have to think about rights in terms of what is the best for children in a situation, and what is critical to life and protection from harm. As you grow, you have more responsibility to make choices and exercise your rights.

**Article 1** Every child has these rights.  
**Article 2** Children have these rights, no matter who they are or where they live. The parents or other people who take care of them should not try to change their rights. No one should try to take away their rights. No one should try to make them do things they don't want to do.  
**Article 3** Children have the right to live with their parents, unless it is not safe for them. If they are not with their parents, they should live with other people who can take care of them.  
**Article 4** Countries should take a special look at what you need to be safe and healthy. They should make laws and policies that protect you and make sure you have a good life.  
**Article 5** Parents and other people who take care of you should use their best judgment to help you exercise your rights, and make sure that you are safe and healthy.  
**Article 6** Every child has the right to live.  
**Article 7** Children have the right to a name, and the child should know who their parents are. The government should help them know who their parents are.  
**Article 8** Children have the right to know their identity, including their name and where they are from. They should know their parents.  
**Article 9** Children have the right to live with their parents, unless it is not safe for them. If they are not with their parents, they should live with other people who can take care of them.  
**Article 10** Children have the right to see their parents, unless it is not safe for them. If they are not with their parents, they should live with other people who can take care of them.  
**Article 11** Children have the right to be protected from being taken away from their parents or other people who can take care of them.  
**Article 12** Children have the right to give their opinion, and for that opinion to be taken into account. They should be listened to, and their views should be taken into account.  
**Article 13** Children have the right to keep their secrets and share what they want to share with other people.  
**Article 14** Children have the right to think, feel, and share what they think, feel, and share. They should be able to think, feel, and share what they think, feel, and share.  
**Article 15** Children have the right to play and have fun. They should be able to play and have fun with other children and adults.  
**Article 16** Children have the right to their privacy. No one should try to take away their privacy. No one should try to make them do things they don't want to do.  
**Article 17** Children have the right to get information from different sources. They should be able to get information from different sources.  
**Article 18** Parents and other people who take care of you should work together to make sure you are safe and healthy. They should make laws and policies that protect you and make sure you have a good life.  
**Article 19** Children have the right to be protected from being hurt. They should be able to be protected from being hurt.  
**Article 20** Children who are not with their parents should live with other people who can take care of them. They should be able to live with other people who can take care of them.  
**Article 21** Children who are not with their parents should live with other people who can take care of them. They should be able to live with other people who can take care of them.  
**Article 22** Children who are not with their parents should live with other people who can take care of them. They should be able to live with other people who can take care of them.  
**Article 23** Children who are not with their parents should live with other people who can take care of them. They should be able to live with other people who can take care of them.  
**Article 24** Children have the right to be healthy. They should be able to be healthy.  
**Article 25** Children have the right to be protected from being hurt. They should be able to be protected from being hurt.  
**Article 26** Children have the right to be protected from being hurt. They should be able to be protected from being hurt.  
**Article 27** Children have the right to live with their parents, unless it is not safe for them. If they are not with their parents, they should live with other people who can take care of them.  
**Article 28** Children have the right to go to school. They should be able to go to school.  
**Article 29** Children have the right to be educated. They should be able to be educated.  
**Article 30** Children have the right to be protected from being hurt. They should be able to be protected from being hurt.  
**Article 31** Children have the right to play and have fun. They should be able to play and have fun with other children and adults.  
**Article 32** Children have the right to be protected from being hurt. They should be able to be protected from being hurt.  
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**Article 37** Children have the right to be protected from being hurt. They should be able to be protected from being hurt.  
**Article 38** Children have the right to be protected from being hurt. They should be able to be protected from being hurt.  
**Article 39** Children have the right to be protected from being hurt. They should be able to be protected from being hurt.  
**Article 40** Children have the right to be protected from being hurt. They should be able to be protected from being hurt.  
**Article 41** Children have the right to be protected from being hurt. They should be able to be protected from being hurt.  
**Article 42** Children have the right to be protected from being hurt. They should be able to be protected from being hurt.  
**Articles 43 to 54** Children have the right to be protected from being hurt. They should be able to be protected from being hurt.

UNICEF  
RCDF  
QUEEN UNIVERSITY

Canadian Heritage / Patrimoine canadien

The Equality Act 2010

## Equality Act 2010

The Protected Characteristics:

- Age
- Disability (changed)
- Gender reassignment (changed)
- Marriage and civil partnership
- Race (including caste - new)
- Religion or belief
- Sex
- Pregnancy/maternity
- Sexual orientation

# Areas of need

## Cognition and Learning Difficulties

- Specific Learning Difficulties (SPLD)
- *E.G. Dyslexia, Dyscalculia,*
- Moderate Learning Difficulties (MLD)
- Severe Learning Difficulties (SLD)
- Profound and Multiple Learning Difficulty (PMLD)

## Social, Emotional and/or Mental Needs

- Depression
- Attention Deficit Hyperactivity Disorder (ADHD)
- Eating Disorders
- Anxiety Disorders
- Mental Health Issues
- Social Disorders

## Communication and Interaction Needs

- Speech, Language and Communication Needs (SLCN)
- Autistic Spectrum Disorder (ASD)

## Sensory and/or Physical Needs

- Visual Impairment (VI)
- Hearing Impairment (HI)
- Multi-Sensory Impairment (MSI)
- Physical Disability (PD)



**Time to rest those eyes and hydrate...**

# Functions of behaviour

*Behaviour generally has three broad functions:*

- 1. To obtain object/activity/person**
- 2. To avoid an object/activity/person**
- 3. To communicate feelings, needs and or be self-stimulating**



# ACTIVITY



**1. What types of behaviour have you observed in your setting?**

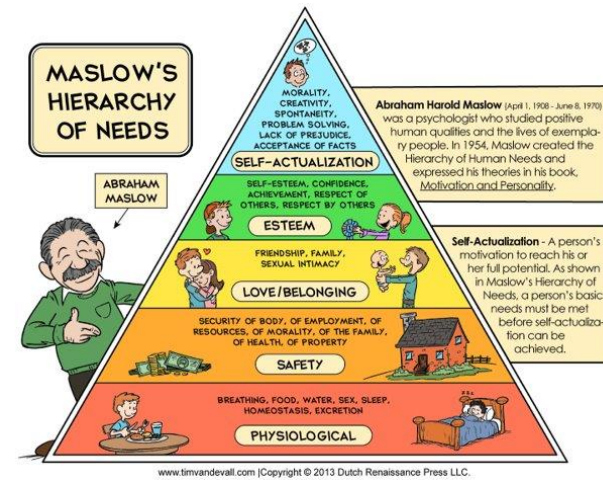
**2. What may have influenced the behaviour?**

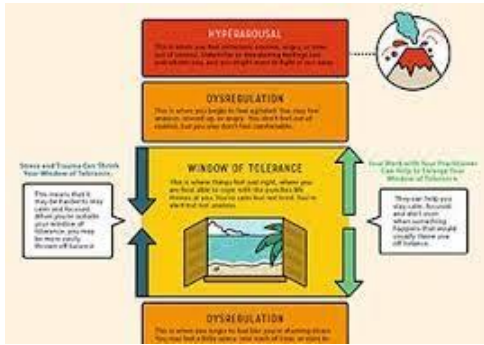
Share



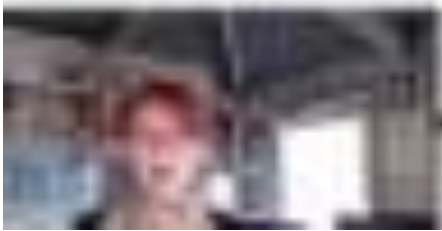
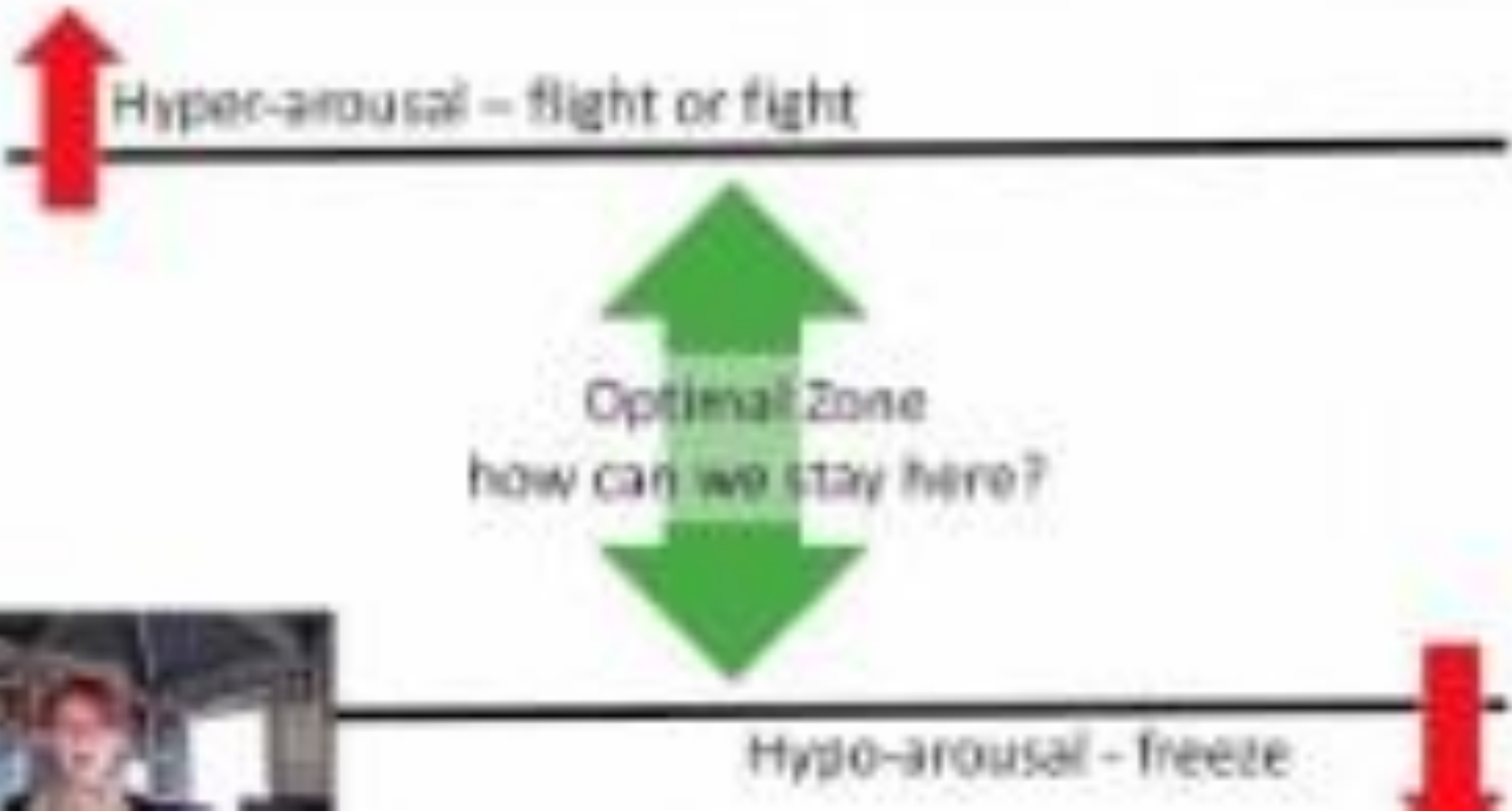
# Influences on children's behaviour

- **Developmental**
- **Physiological**
- **Transitions**
- **Home and Early Years Environments**
- **Attachments**
- **SEN, disability**
- **Safeguarding**
- **Adults' own behaviour**

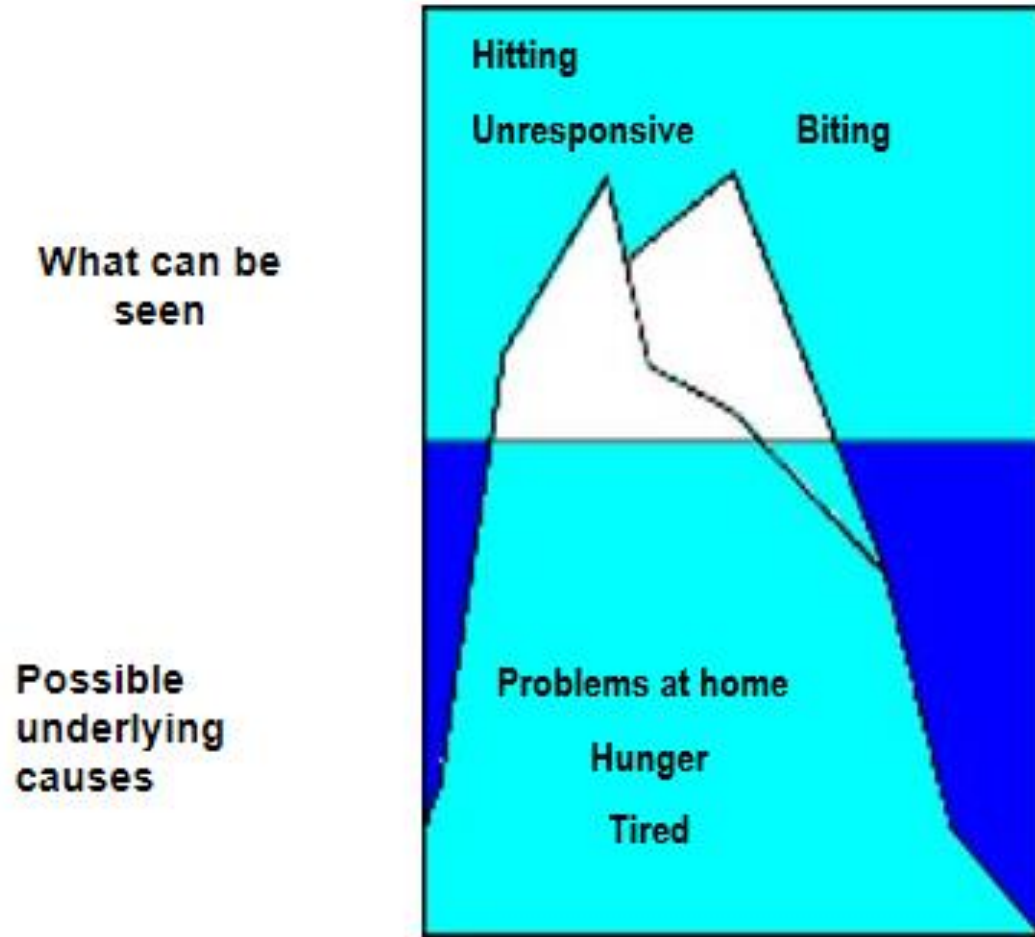




# WINDOW OF TOLERANCE



# Behaviour is the symptom, not the cause



**Children who are:**

- **Disruptive or aggressive**
- **Chronically anxious**
- **Withdrawal or shut-down**

**...are operating in the flight/fright/freeze mode**

**Effectively the lower brain structures (amygdala and the brain stem) are hijacking the Neocortex – frontal lobes - thinking brain. It is our role to lend our ‘thinking brain’ to help regulate**

**Where is your brain?**



Thinking Brain  
Upstairs Brain  
Ready to Learn



Yellow Zone  
Caution area



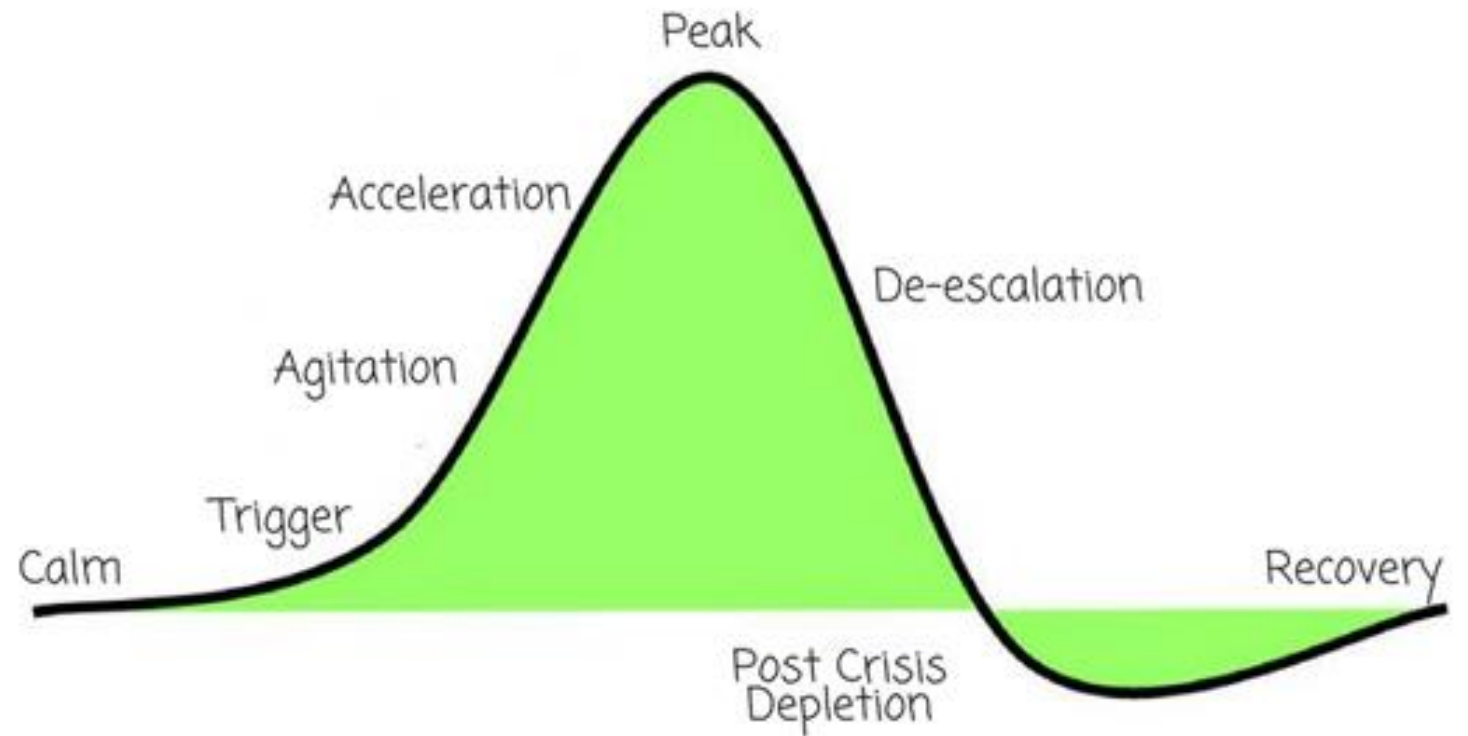
Feeling Brain  
Downstairs Brain  
Flipping your lid

**The hijacking of the Neocortex ...**



# The hijacking of the Neocortex ...

## Safety versus Threat







WHEN LITTLE PEOPLE ARE  
OVERWHELMED BY BIG  
EMOTIONS, IT'S OUR JOB  
TO SHARE OUR CALM. NOT  
JOIN THEIR CHAOS.  
~ L. R. KNOST

Lunch Time



# Emotional Regulation

**'Give children attention  
so they don't have to  
seek it'**

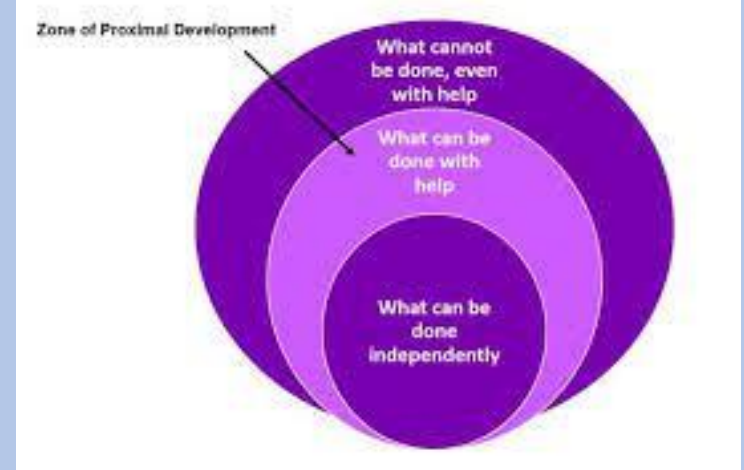
***Save the Children***



# Strategies and Resources



# To start ...



|  |   |
|--|---|
| Sensory Check                                    | <a href="https://files.schudio.com/stnicholas/files/STLS/SENSORY CHECKLIST.pdf">https://files.schudio.com/stnicholas/files/STLS/SENSORY CHECKLIST.pdf</a>   |
| ABC  | <a href="https://www.kelsi.org.uk/__data/assets/word_doc/0006/67704/ABC-Chart-with-guidance.docx">https://www.kelsi.org.uk/__data/assets/word_doc/0006/67704/ABC-Chart-with-guidance.docx</a>   |
| Consider the 'Neuroscience'                      | <a href="https://www.youtube.com/watch?v=f-m2YcdMdFw">Dr Dan Siegal's Hand Model Brain https://www.youtube.com/watch?v=f-m2YcdMdFw</a>  |
| Consider Vygotsky's Zone of Proximal Development | <a href="https://www.nwea.org/blog/2012/the-zone-of-proximal-development-zpd-and-why-it-matters-for-early-childhood-">https://www.nwea.org/blog/2012/the-zone-of-proximal-development-zpd-and-why-it-matters-for-early-childhood-</a> |
| Consistency – Strategy Plan                      | <a href="#">See</a> possible format below   |
| All about self-regulation                        | <a href="https://www.nurseryworld.co.uk/features/article/eyfs-best-practice-all-about-self-regulation">https://www.nurseryworld.co.uk/features/article/eyfs-best-practice-all-about-self-regulation</a>                               |

# ABC – observational tool

ABC (Antecedent, Behaviour, Consequence) Chart Form

| Date/Time                           | Activity   | Antecedent  | Behavior                              | Consequence  |
|-------------------------------------|--|---|---------------------------------------|--|
| Date/Time when the <u>behaviour</u> | What activity was going on when the <u>behaviour</u> | What happened right before the <u>behaviour</u> that <u>may</u> have triggered the <u>behaviour</u> | What the <u>behaviour</u> looked like | What happened after the <u>behaviour</u> , <u>or</u> as a result of the <u>behaviour</u> |
|                                     |  |   |                                       |  |
|                                     |  |   |                                       |  |
|                                     |  |   |                                       |  |
|                                     |  |   |                                       |  |



# ABC – observational tool

| Date/Time                    | Activity                                      | Antecedent   | Behavior                       | Consequence  |
|------------------------------|---|--|--------------------------------|--|
| Date/Time when the behaviour | What activity was going on when the behaviour | What happened right before the behaviour that may have triggered the behaviour | What the behaviour looked like | What happened after the behaviour as a result of the behaviour |
|                              |   |  |                                |  |
|                              |   |  |                                |  |
|                              |   |  |                                |  |

An ABC chart is an observational tool that allows us to record information about a particular behaviour. The aim of using an ABC chart is **to better understand what the behaviour is communicating.**

- I. Having recorded the behaviour on numerous occasions check for triggers or situations where the behaviour is most likely to occur:
- II. It is also important to look at what consequences might be maintaining the behaviour:
- III. Having identified the triggers for the behaviour and the consequences that may be maintaining the behaviour you are now ready to develop a plan.

| Green - Proactive<br>(calm and relaxed) | Amber - Active<br>(start to feel anxious/distressed/agitated) | Red - Reactive<br>(incident/crisis/emergency situation) | Blue - Post Reactive Recovery<br>(calming / relaxing) |
|---|---|---|---|
| Outward Signs                           | Outward Signs   | Outward Signs   | Outward Signs   |
| SUPPORT STRATEGY<br>STAFF RESPONSE      | SUPPORT STRATEGY<br>STAFF RESPONSE                            | SUPPORT STRATEGY<br>STAFF RESPONSE                      | SUPPORT STRATEGY<br>STAFF RESPONSE                    |

# Sensory Checklist



## AUDITORY

|   | yes | no | Don't know | Child's reaction |
|---|-----|----|------------|------------------|
| Distressed by loud noises                                   |     |    |            |                  |
| Likes loud noises   |     |    |            |                  |
| Disturbed by sounds such as musical instruments and singing |     |    |            |                  |
| Craves by sounds such as musical instruments and singing    |     |    |            |                  |
| Covers ears   |     |    |            |                  |
| Speaks with loud voice                                      |     |    |            |                  |
| Speaks with unusually quiet voice                           |     |    |            |                  |
| Doesn't seem to hear you                                    |     |    |            |                  |
| Difficulty filtering out noise                              |     |    |            |                  |



|  |   |
|--|---|
| <b>Environment</b>                                   |   |
| <b>Visuals</b>                                       | <a href="https://www.twinkl.co.uk">https://www.twinkl.co.uk</a>   |
| <b>Natural daylight/fairy lights/Calm Space</b>      |   |
| <b>Reduce background noise</b>                       |   |
| <b>Reduce clutter</b>                                |   |
| <b>Accessible outdoor areas to release stressors</b> | <b>Ready, Set, Guava – Ready, Set, Gorilla-Ready Set GO!</b>  |
| <b>Safe/calm/relaxing space</b>                      | <a href="https://www.thirdspace.scot/wp-content/uploads/2020/08/NAIT-Safe-Space-Guidance-for-Schools-2020.pdf">https://www.thirdspace.scot/wp-content/uploads/2020/08/NAIT-Safe-Space-Guidance-for-Schools-2020.pdf</a> |

# The Environment

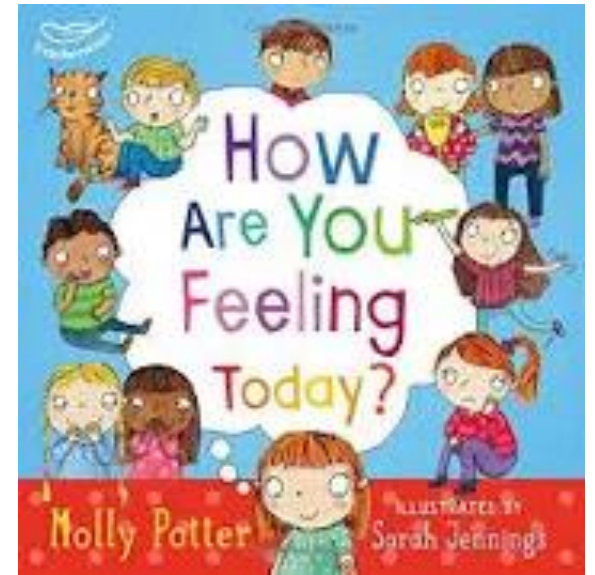
# Name it, to tame it

<https://www.youtube.com/watch?v=lQZX1lAnLw> – This is my happy face ...



Sam Sad


Hulk Mad!



| Resources                   | Notes/Links/Resources   |
|-----------------------------|---|
| Visuals of expectations -   | <a href="https://www.twinkl.co.uk/resource/t-m-286-good-sitting-cards">https://www.twinkl.co.uk/resource/t-m-286-good-sitting-cards</a>   |
| Sign, say, symbol           | <a href="https://makaton.org/">https://makaton.org/</a>   |
| Timers                      | <a href="https://www.sensorydirect.com/catalogsearch/result/?q=timers">https://www.sensorydirect.com/catalogsearch/result/?q=timers</a>   |
| Countdowns: 5-4-3-2-1 ...   |   |
| Bespoke Calm Down Choices   |   |
| Cushions, blanket & comfort | <a href="https://www.thirdspace.scot/wp-content/uploads/2020/08/NAIT-Safe-Space-Guidance-for-Schools-2020.pdf">https://www.thirdspace.scot/wp-content/uploads/2020/08/NAIT-Safe-Space-Guidance-for-Schools-2020.pdf</a> |

# Planning

|  |   |
|--|---|
| <p><b>My Calming Strategies</b></p>                          | <p>Choose a <b>squishy ball</b>. Squeeze it 10 times.</p> |
| <p>Count to <b>10</b>.<br/>1, 2, 3, 4, 5, 6, 7, 8, 9, 10</p> | <p>Think about something that makes you <b>SMILE</b>.</p> |



**Calm Down Choices**

- Belly Breathing
- Read a Book
- Draw a Picture
- Count to Ten
- Get a Drink
- Take a Walk
- Listen to Music



**Calming Countdown**  
Deep breath each count!

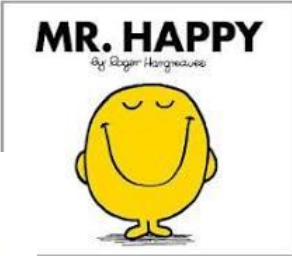
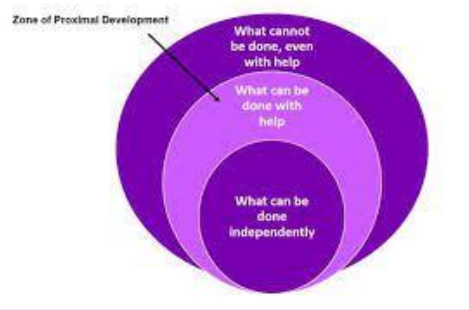
10  
9  
8  
7  
6  
5  
4  
3  
2  
1

| Green - Proactive<br>(calm and relaxed) | Amber - Active<br>(start to feel<br>anxious/distressed/agitated) | Red - Reactive<br>(incident/crisis/stressful situation) | Blue - Post Reactive Recovery<br>(calming / relaxing) |
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| Outward Signs                           | Outward Signs  | Outward Signs   | Outward Signs   |
| SUPPORT STRATEGY<br>STAFF RESPONSE      | SUPPORT STRATEGY<br>STAFF RESPONSE                               | SUPPORT STRATEGY<br>STAFF RESPONSE                      | SUPPORT STRATEGY<br>STAFF RESPONSE                    |

# Consistency

|  |  |
|--|--|
| <b>Positive &amp; calm</b>               |  |
| <b>Firm and consistent</b>               | Try to avoid 'could you ...?/would you...' |
| <b>KISS – Keep it short &amp; simple</b> |  |
| <b>Say, Sign, Symbol approach</b>        |  |
| <b>Praise and reward</b>                 |  |

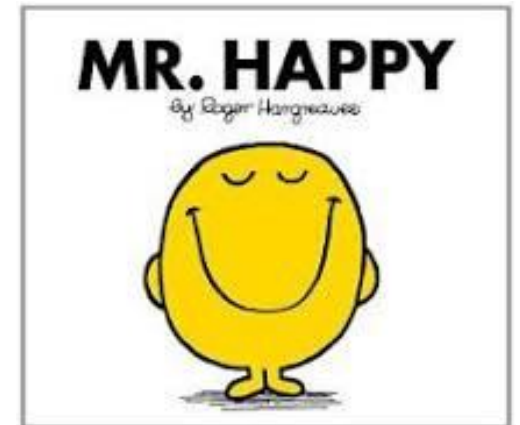
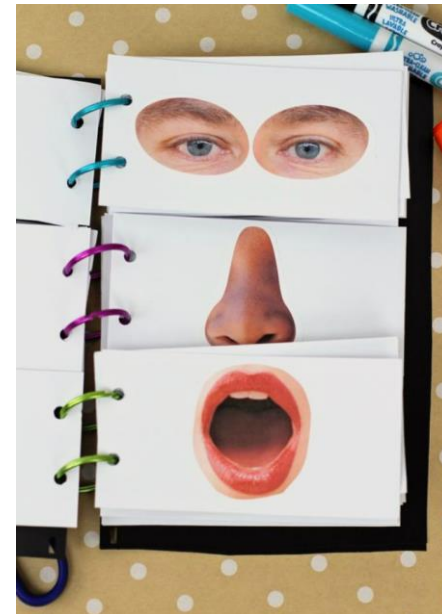
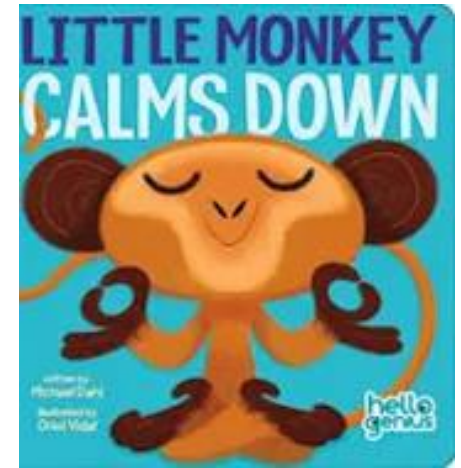
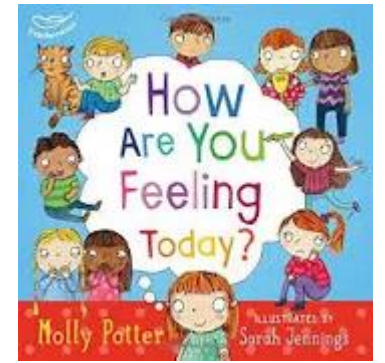
# The Language

|  |   |
|--|---|
| <p><b>Emotions</b></p>   |   |
| <p><b>Play sequences – scaffold the learning. Vygotsky’s zone of proximal development</b></p>                      |  |
| <p><b>Social skills – turn-taking games where the rules of engagement are clear and supported with visuals</b></p> |   |
| <p><b>Kindness</b></p>   | <p>Model, praise and reward</p>   |
| <p><b>Turn-taking/ Games</b></p>   | <p>5 incredibly fun activities video</p>  |
| <p><b>Model the tasks</b></p>  | <p>Make success guaranteed</p>  |
| <p><b>Backward chaining strategies</b></p>   |   |

Explicitly teach...

# Teaching Emotions

<https://www.youtube.com/watch?v=IQZX1IIAnLw> – This is my happy face ...



|   |  |
|---|--|
| <b>RULER</b>  | <i>Recognise Understand Label Express Regulate</i>   |
| <b>PIMS techniques to support behaviours</b>  | Prevent; Ignore; Model; Scaffold   |
| <b>Intervene calmly, use simple language, offer options, scaffold solving the 'issue'</b> | <i>'HighScope' approach</i><br><a href="https://highscope.org/our-practice/our-approach/">https://highscope.org/our-practice/our-approach/</a> |
| <b>Co-regulate</b>  | <a href="https://www.thriveapproach.com">https://www.thriveapproach.com</a>  |
| <b>Attune</b>   | <i>I see you feel ....</i><br><i>Give the feelings a name...</i>   |
| <b>Be prepared for</b><br><b>500 repetitions</b>  | <i>When little people are overwhelmed with their emotions, it is our job to calm</i>   |

Practitioners







# It takes a village to raise a child

Set aside time to talk, the parents are the experts on their child

## [Best Practice Guidance](#)

<https://www.kelsi.org.uk/early-years/equality-and-inclusion/best-practice-guidance-for-the-early-years>

## [Early Years LIFT](#)

When pre-school settings identify concerns about learning issues in relation to Special Educational Needs and Disability (SEND), for an individual child or a group of children, they should first use the [Best Practice Guidance](#) to identify what can be done to support the child's access to the Early Years curriculum from within the settings own resources.

## [Home Start](#)

<https://homestartdover.org.uk/>

Home-Start Dover District is a voluntary organisation that is committed to promoting the welfare of families with young children under the age of 11. We offer volunteer home visiting support to families with parental mental health issues, children's behaviour and emotional issues.

## [Early Help](#)

[Dover - 03000 42 29 98 -DoverEarlyHelp@kent.gov.uk](mailto:DoverEarlyHelp@kent.gov.uk)

For advice, support and guidance, you can get in touch with the Early Help District team by email or phone

## [Thrive](#)

Based on established neuroscience, attachment theory and child development, the Thrive Approach provides training and an online profiling and action-planning tool to equip adults with the knowledge, insights and resources needed to develop the relationships that help children and young people to flourish and learn

## [Video Interaction Guidance](#)

VIG involves being videoed by a psychologist in a safe supporting way and talking to the psychologist about short clips of positive and successful interaction that you find in the video. As a powerful, strengths based intervention it empowers parents.

## [Solihull](#)

Across the UK and internationally, the Solihull Approach supports mental health and wellbeing in parents, children, schools, older adults and high stress workplaces through an evidence based model in trainings, online courses and resources

## [Boxall Profile](#)

The Boxall Profile is an invaluable resource for the assessment of children and young people's social, emotional and behavioural development



3. Ability for empathy  
in social context  
environments.

## The Emotional Regulation Support Strategies & Resources Checklist

Created by Sarah McLeod & Tracy Cook

|  |   |                                 |   |
|--|---|---------------------------------|---|
| Sensory Check                                    | <a href="https://files.educake.com/raichelen/files/2014/06/SENSORY-CHECKLIST.pdf">https://files.educake.com/raichelen/files/2014/06/SENSORY-CHECKLIST.pdf</a>   |                                 |   |
| ABC  | <a href="https://www.kelli-long.com/_data/assets/word_doc/2006/17704/ABC-Chart-with-guidance.docx">https://www.kelli-long.com/_data/assets/word_doc/2006/17704/ABC-Chart-with-guidance.docx</a>                                       |                                 |   |
| Consider the 'Neuroscience'                      | <a href="http://www.kelli-long.com/Hand-Model-Brain.html">http://www.kelli-long.com/Hand-Model-Brain.html</a>   |                                 |   |
| Consider Vygotsky's Zone of Proximal Development | <a href="https://www.nwea.org/blog/2012/the-zone-of-proximal-development-101-and-why-it-matters-for-early-childhood-">https://www.nwea.org/blog/2012/the-zone-of-proximal-development-101-and-why-it-matters-for-early-childhood-</a> |                                 |   |
| Consistency – Plan                               | See possible format below   |                                 |   |
| All about self-regulation                        | <a href="https://www.camdenvalley.nsw.edu.au/learning/strategies/learn-how-to-regulate-all-about-self-regulation">https://www.camdenvalley.nsw.edu.au/learning/strategies/learn-how-to-regulate-all-about-self-regulation</a>         |                                 |   |
| Environment                                      | Notes/Links/Resources   | Language                        | Notes/Links/Resources   |
| Visuals  | <a href="https://www.twinkl.co.uk">https://www.twinkl.co.uk</a>   | Positive & calm                 |   |
| Natural daylight/fairy lights                    |   | KISS – Keep it short & simple   |   |
| Reduce background noise                          |   | Praise and reward               |   |
| Reduce clutter                                   |   | Directly Teach                  |   |
| Accessible outdoor areas to release stressors    |   | Emotions                        |   |
| Safe/calm/relaxing space                         | <a href="http://www.twinkl.co.uk">http://www.twinkl.co.uk</a>   | Play sequences                  |   |
| Planning   | Notes/Links/Resources   | Social skills                   |   |
| Smaller groups                                   |   | Kindness                        |   |
| Plan transitions                                 |   | Turn-taking/ Games              |   |
| Routine & predictability                         |   | Model the learning              |   |
| Sensory experiences/diet                         |   | Backward chaining strategies    |   |
| Fun – laughter                                   | <a href="http://www.twinkl.co.uk">http://www.twinkl.co.uk</a>   | Practitioners                   | Notes/Links/Resources   |
| Resources  | Notes/Links/Resources   | Motivate                        |   |
| Visuals of expectations -                        | <a href="http://www.twinkl.co.uk">http://www.twinkl.co.uk</a>   | Co-regulate                     | <a href="http://www.twinkl.co.uk">http://www.twinkl.co.uk</a> |
| Sign, say, symbol                                | <a href="http://www.twinkl.co.uk">http://www.twinkl.co.uk</a>   | Attune                          | I see you feel ...<br>Give the feelings a name ...            |
| Timers   | <a href="http://www.twinkl.co.uk">http://www.twinkl.co.uk</a>   | Be prepared for 500 repetitions |   |
| Countdowns: 5-4-3-2-1 ...                        |   |                                 |   |
| Cushions, blanket & comfort                      |   |                                 |   |

| Green - Approved<br>(Staff not required) | Yellow - Review<br>(Staff to be consulted/Reviewed/Approved) | Red - Rejected<br>(To be reviewed/Reviewed/Approved) | Blue - Not Reviewed/Reviewed<br>(Pending/Reviewed) |
|--|--|--|--|
| Reviewed Date                            | Reviewed Date  | Reviewed Date  | Reviewed Date                                      |
| Submitted by/Staff                       | Submitted by/Staff   | Submitted by/Staff                                   | Submitted by/Staff                                 |
| Staff Approved                           | Staff Approved   | Staff Approved                                       | Staff Approved                                     |

Available for you all on DOVER STLS website:

# The Emotional Regulation Support Strategies Checklist

Everything we have discussed on one piece of paper with space for all your expert techniques too

Time to rest  
and hydrate...





## Break-Out Rooms.

1.

Strategy Share  
STOP, START, CONTINUE

2.

Recommend Resources

# Idea Share & Questions ...

Some  
superheroes  
don't wear  
capes, they  
work in Early  
Years Settings  
and Schools.

[www.kathrynstinton.com](http://www.kathrynstinton.com)



# Today's AIM : To develop effective practice to support children's social, emotional mental health (SEMH) and therefore support Emotional Regulation within an Early Years environment.



Help to identify & understand complex issues associated with children with social, emotional and mental health difficulties



Identify how the environment in your setting impacts on children's behavioural responses



Understand the importance of a whole-team approach to develop children's self-esteem and encourage positive behaviour through the implementation of developmentally appropriate strategies.

## Resources

1. • 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>
2. • Development Matters <https://www.gov.uk/government/publications/development-matters--2>
3. • Working with the Revised Early Years Foundation Stage Principles into Practice <https://www.amazon.co.uk/Working-revised-Early-Years-Foundation/dp/B08M8GVVWX>
4. • Thrive [https://www.thriveapproach.com/thrive-training/?gclid=EAlalQobChMli-3JtNCd9AIVZoFQBh0NUAD\\_EAAYASAAEgLtXPD\\_BwE](https://www.thriveapproach.com/thrive-training/?gclid=EAlalQobChMli-3JtNCd9AIVZoFQBh0NUAD_EAAYASAAEgLtXPD_BwE)  
<https://www.facebook.com/ThriveApproach/>
5. • Resources from Twinkl <https://www.twinkl.co.uk/resources/topics/ourselves-all-about-me/my-emotions>
6. • Zones of Regulation <https://www.zonesofregulation.com/index.html>
7. • Five to Thrive <https://www.flyingstartluton.com/wp-content/uploads/2018/06/Five-to-Thrive-Leaflet-new-branding.pdf>
8. • Super Simple songs <https://www.youtube.com/watch?v=CMcyPwtLD9g>
9. • Nursery World Self-regulation <https://www.nurseryworld.co.uk/features/article/eyfs-best-practice-all-about-self-regulation>
10. • Dr Dan Siegal's Hand Model Brain <https://www.youtube.com/watch?v=f-m2YcdMdFw>



GOODBYE

A group of hands holding up large red letters spelling 'GOODBYE'. The letters are thick and three-dimensional. The hands are of various skin tones and are positioned below the letters, holding them from underneath. The background is plain white.