Supporting Emotional Regulation



Social Partners





Language Partners

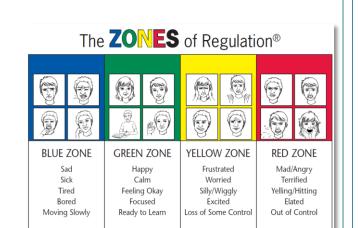






Conversation Partners





Supporting Emotional Regulation



Social Partners

- Be consistent
- Observe and think about what zone the student might be in
- Try a variety of strategies based on children's <u>strengths</u>, interests and sensory needs – review these regularly
- Join In: join a child in their chosen strategy to regulate
- Mirror facial expression and body language (tune into the child)
- Allow children to move away from you or an activity and entice them back (they may be seeking a break!)
- Have a box of real objects that the adult can bring to the child 1 by 1 initially (try one tool at a time)

Language Partners

- Adopt the same principles as with Social Partners
- <u>Model</u> for the child what you would like them to do when they are dysregulated
- Label emotions, through words, sign and/or symbols
- Make calm space in room and model how to use it
- Begin to use the language of the zones and introduce emotion vocabulary

Conversation Partners

- Introduce the "zones of regulation" to students
- Encourage students to check in using the zones and model these throughout the day
- Reduce your language level when students are dysregulated
- Introduce breathing/calming/problem solving work sheets from the zones programme where appropriate
- Introduce group activities from the zones programme