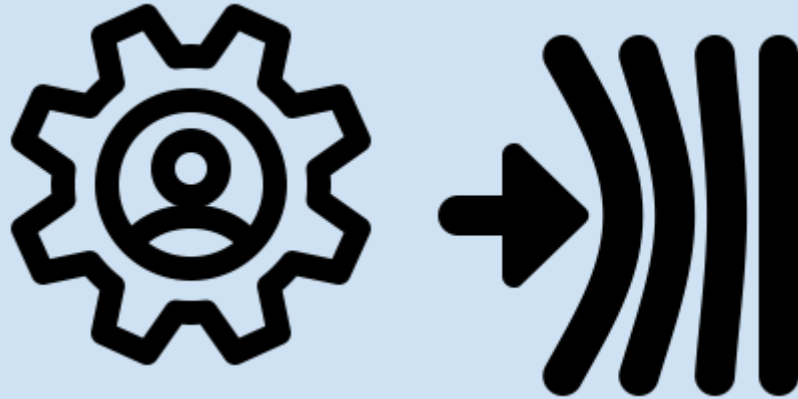


Self Regulation and Resilience



Life is 10% what happens to
us and 90% how we react to
it.

Charles Swindoll

WHAT IS RESILIENCE?

What is resilience? It is the ability to keep going when things don't go as we expect, and to have a good way of talking about, and thinking about our feelings.

Having resilience means we can look after ourselves and prepare ourselves for whatever might happen.

Failing helps us to learn what doesn't work!



WHAT IS SELF-REGULATION?

Self-regulation is the ability to manage your emotions and behaviour in accordance with the demands of the situation.

Self-regulation is a skill that children need to be taught and practise.

When children act out, encourage them to slow down and reflect.

With a parent's help, children can learn to ask themselves: What went wrong? Why? How can I fix that for next time?

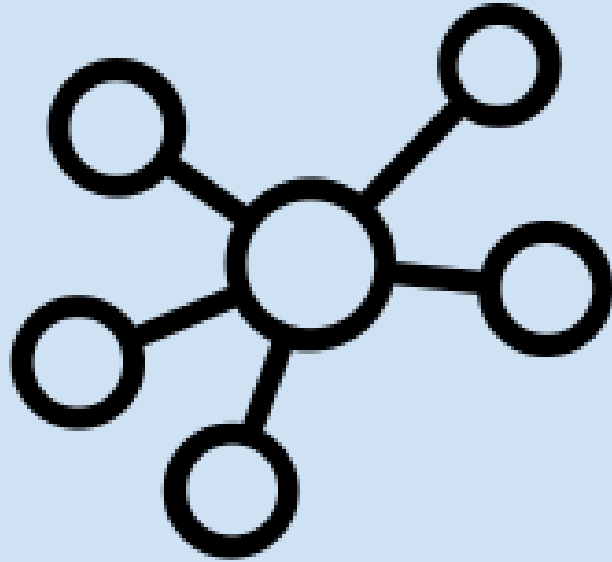
Self regulation and resilience are important life skills for children.

These skills help us to manage difficult situations.

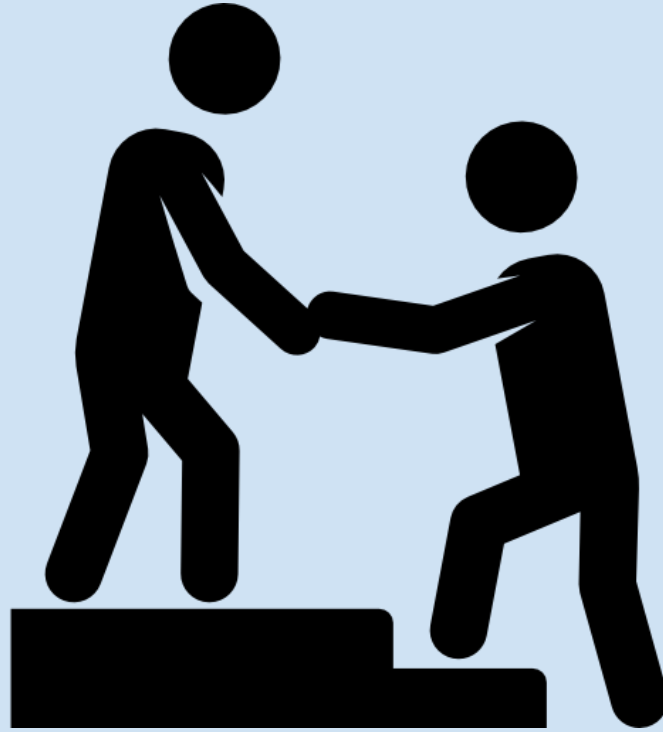
Supporting your child to develop resilience and self-regulation will provide them with the skills and strategies to overcome difficult hurdles, that are sadly part of life and to bounce back afterwards.

10 TIPS FOR BUILDING RESILIENCE IN CHILDREN

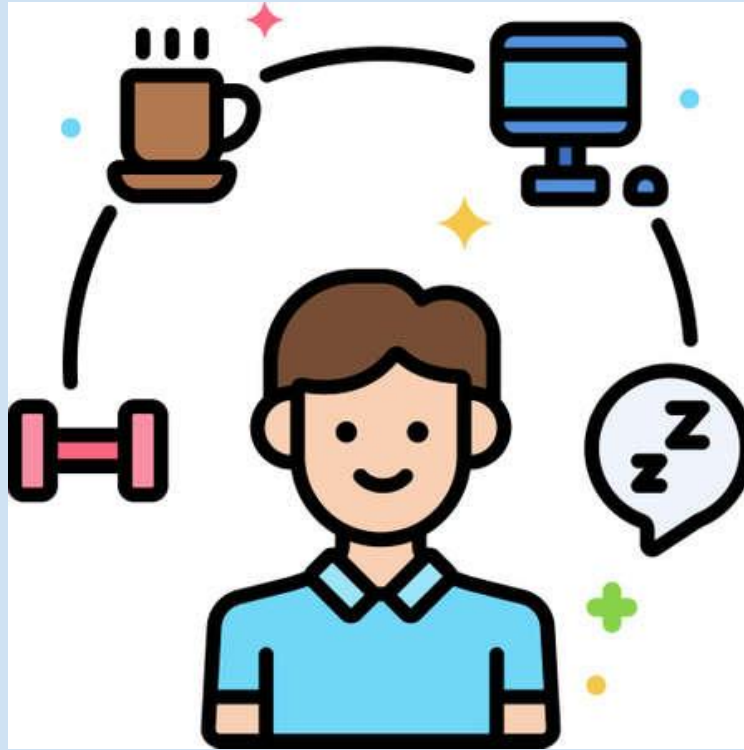
Make connections



Help your child by having them help others



Maintain a daily routine



Take a break



Teach your child self-care



Move toward your goals



Nurture a positive self-view



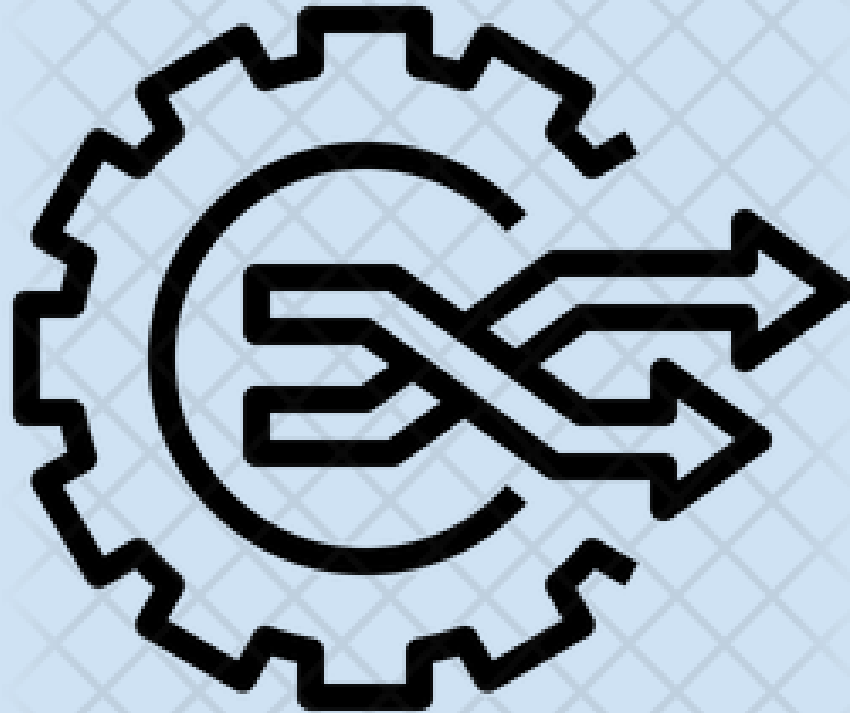
Keep things in perspective and maintain a hopeful outlook



Look for opportunities for self-discovery



Accept change



WHAT DOES EMOTIONAL DYSREGULATION LOOK LIKE?



WHY DO SOME CHILDREN STRUGGLE WITH SELF-REGULATION?

A child's innate capacities for self-regulation are temperament and personality-based.

But the environment plays a role as well. When parents give in to tantrums or work overtime to soothe their children when they get upset and act out, children have a hard time developing self-discipline. In those situations, the child is basically looking to the parents to be external self-regulators. If that's a pattern that happens again and again, and a child is able to 'outsource' self-regulation, then that's something that might develop as a habit.

Children with ADHD or anxiety may find it particularly challenging to manage their emotions, and need more help to develop emotional regulation skills.

HOW DO WE TEACH SELF-REGULATION SKILLS?

Acting out is essentially an ineffective response to a stimulus. As parents or teachers we need to help the child slow down and more carefully choose an effective response instead of being impulsive.

Self-regulation skills need to be managed and tackled in the same way as we approach other skills, academic or social: isolate that skill and provide practice.

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

PRACTICE RUNS

Dry runs are another way to scaffold self-regulation.

Often children, teachers and parents get discouraged when things don't go well the first time they try skill-building, but consistency and starting at a level that is appropriate for your child are key.

Rather than giving up, try paring down the activity so it is more doable, and slowly give your child more and more independence to handle it.

HELP YOUR CHILD RECOGNIZE THE HIGHER-GOAL.

Most impulse control boils down to this: Controlling an impulse in order to meet a higher goal.

The higher goal is usually about empathy, social relationships, or learning (being productive).

The first step is to help children recognize the higher goal of the situation and providing the time and space for their impulses too — it's not that all impulses are bad, it's that they have to be regulated to the right time and place.

USE NATURALLY OCCURRING SITUATIONS TO TEACH SELF-REGULATION STRATEGIES.

We use regulation all the time — those natural situations are perfect teachable moments. Waiting to open Christmas presents, taking turns with a prized toy, and being quiet while a story is read aloud at the library are all examples of natural situations which are teachable moments for self-regulation skills.

These situations are truly challenging for younger children. Before the event or situation, explain the expectations and the higher-goal. Then, in the moment, help them be able to meet that goal. Give them the strategies to regulate their impulses.

ACKNOWLEDGE THE CHALLENGE OF REGULATION.

Self-regulation is really hard for children. When they struggle, acknowledge it. If they get frustrated, acknowledge it:

For some children, regulating impulses can be even harder. **Strong-willed** children have a lot of qualities that will serve them well when they are older, but as a child, it is crucial for them to learn self-regulation.

It is also important to help children want to conquer hard things and to overcome them. This is known as cognitive hardiness and is highly linked to self-regulation. |

HAVE YOUR CHILD MAKE A CHOICE AND A PLAN.

Cognitively, a well-regulated older child would be able to look through a set of options and make a reasoned decision. Or, faced with a wide array of possibilities, that child could make a plan.

Our goal is for our children to develop well-regulated thought processes.

How do we foster this when they are young?

Providing your child with plenty of opportunities for making choices gives them the practice they need to develop decision-making skills and gives them a sense of mastery over their own life.

At younger ages remember to give a choice between two options and as they grow, increase the option.

PLAY GAMES THAT FOCUS ON SELF-REGULATION SKILLS.

So, when you aren't in one of those naturally occurring situations, the best thing to do to help children practise self-regulation skills is to play games.

Games present all kinds of challenges that are important for self-regulation. The basic definition of a game is to control impulses to meet a higher-goal (win the game!). AND it's fun! It doesn't feel like you are practicing self-regulation.

Playing board games or card games is another way that allows children a chance to practise things like taking turns, remembering rules, paying attention, shifting from one focus to another, and inhibiting impulses.

REMEMBER SELF-REGULATION SKILLS DEVELOP OVER A LIFETIME.

Helping your child develop these skills will stay with them their whole life. It also feels like it takes a lifetime for them to learn it.

That's because it kind of does! You're still developing executive function and so am I.

WAYS TO PRACTISE SELF-REGULATION

Being able to identify what triggers an emotional response in yourself is a great first step in self-regulation.

You could make a list of these triggers and assign a healthy way to respond in each situation with your child.

MODELLING SELF-REGULATION



Zones of Regulation



WHAT IS SELF-REGULATION?

The ability to achieve the preferred state of alertness for the given situation. This includes regulating your body's needs as well as your emotions.

WHAT ARE THE ZONES OF REGULATION?

The Zones: A concept used to help children learn how to self-regulate. The Zones of Regulation creates a system to categorize how the body feels and emotions into four colored Zones with which the children can easily identify.

Blue Zone

Used to describe a low state of alertness. The Blue Zone is used to describe when you feel sad, tired, sick, or bored.

Green Zone

Used to describe the ideal state of alertness. A person may be described as calm, happy, focused, or content when he or she is in the Green Zone. The person feels a strong sense of internal control when in the Green Zone.

Red Zone

Used to describe an extremely heightened state of alertness. A person may be experiencing anger, rage, explosive behaviour, panic, extreme grief, terror, or elation when in the Red Zone and feels a loss of control.

The ZONES of Regulation

			
<p>Blue Zone</p> <p>Sad Bored Tired Sick</p>	<p>Green Zone</p> <p>Happy Focused Calm Proud</p>	<p>Yellow Zone</p> <p>Worried Frustrated Silly Excited</p>	<p>Red Zone</p> <p>overjoyed/Elated Panicked Angry Terrified</p>

Zones of Regulations – What to do when I am in the.....zone

Blue Zone

I am running slow.

 Sad	 Tired	 Bored	 Sick
--	--	--	---

I can try these tools:

 Take a break	 Talk to an adult	 Ask for a hug	 Listen to music
---	---	--	--

Green Zone

I am good to go.


 Happy	 Calm	 Reddy	 Okay
--	---	--	---

I can do these:


 Learn	 Listen	 Work hard	 Expected behaviors
--	---	--	---

Red Zone

I need to STOP.





 Mad	 Yelling	 Mean	 Hands on
--	--	---	---

I can try these tools:



 Deep breaths	 Size of problem	 Run	 Take a break
---	--	--	---

Yellow Zone

I need to take caution.

 Worried	 Nervous	 Annoyed	 Upset
--	--	--	--

I can try these tools:

 Take a break	 Get a drink	 Walk	 Inner coach
---	--	---	--

* Here are a few ideas for a person's (child's) toolbox. These strategies can be used to move from a blue, yellow, or red zone to a green Zone.

_____ 's **Toolbox**

Blue Zone Tools	Green Zone Tools	Yellow Zone Tools	Red Zone Tools
<u>Talk to someone</u>	<u>eye contact</u>	<u>deep breaths</u>	<u>deep breaths</u>
<u>Play with a friend</u>	<u>Good body language</u>	<u>Positive Self-talk</u>	<u>apologize</u>
<u>Go outside/Run</u>	<u>Sit up/sit still</u>	<u>Ask for help</u>	<u>Quietly stomp feet</u>
<u>Smile/Think happy</u>	<u>Good attitude</u>	<u>do your best</u>	<u>hug or talk to</u>
<u>deep breaths</u>	<u>Good listener</u>	<u>Jump Around</u>	<u>Someone</u>
<u>Take a nap</u>	<u>focused</u>	<u>Take a nap</u>	<u>Count to 10 slowly</u>
<u>Stretch/stand up</u>	<u>feeling okay</u>	<u>Think positive</u>	<u>color/run</u>
<u>Jump/Ask for help</u>	<u>Paying Attention</u>	<u>Calm down</u>	<u>Do something else</u>

How can the zones of regulation be used at home?

- Adults model - describe how you are feeling using the zones colours
- Getting the children to name their feelings and associate them with a colour
- Talk about strategies or resources they could use to help them move between zones.
- Create a toolbox that your child can use to help them move between zones
- Point the children to the zones or toolbox when you notice they need support to regulate

FURTHER INFORMATION

You can read more about the zones of regulation here:
<https://zonesofregulation.com/research--evidence-base.html>

The website has lots of information as well as some free downloads you might like to use at home.

RESOURCES

Song: <https://video.link/w/Hf68c>

Video to explain it to children (will need to teacher/parent to pause and talk through it):
<https://video.link/w/Xg68c>

Video: <https://video.link/w/fPQ8c> extract from Inside Out a good way of introducing emotions.

Video: <https://video.link/w/vPQ8c> BBC bitesize clip about experiencing different feelings

Resilience Alphabet: <https://education.gov.scot/media/vkrhuiod/hwb-resilience-alphabet.pdf>

<https://www.stmichaelsprimary.durham.sch.uk/send/zones-of-regulation/> - School website that has published activities etc. to use with children on their website that are freely downloadable

<https://www.stnicolasmary.w-sussex.sch.uk/page/?title=Zones+of+Regulation&pid=1387> - Another school website sharing resources

<https://www.stbartholomews.surrey.sch.uk/3337/zones-of-regulation>