

TOP TIPS OF
EMOTIONAL
REGULATION
STRATEGIES
FOR
'IN THE
MOMENT'



TOP TIPS

Sing a song

Take the child to a safe and quiet space

Bubbles

Distraction techniques

Cuddle

A box of resources

A family book

Story time

A drink

Sensory activities- brushes, yoga ball etc

Physical activity

Messy play

Offer a choice of toy or activity

Adult to play close by with something exciting to gain their attention of interest

Puppets

TEACHING EMOTIONS

Label the emotion

Help them identify what triggers those emotions-
eg 'they knocked your tower down and that
made you sad'

Co-regulation, the adult modelling calming
strategies and naming and talking about feelings.
Tell them you feel sad sometimes and need to
cuddle to make you feel better for example.

STRATEGIES TO SUPPORT REGULATION THROUGHOUT THE DAY-

INFORMATION TAKEN FROM THE BEST PRACTICE GUIDANCE

Universal

Do not put pressure on a child to take part or speak.

Use 'backward chaining' to ensure child succeeds in task (e.g. jigsaw puzzle, putting on coat)

Allow the child to 'watch' an activity to help child to gain confidence and understand how things work

Ensure the child's interests are always planned for to alleviate anxiety.

Play alongside child, avoid over-questioning child or 'putting them on the spot'

Work closely with the parents to discover child's interests

Say the behaviour you want, not the behaviour you don't e.g. 'walk' rather than 'don't run'.

Use positive language e.g. change 'no' to 'stop'

Use short, simple instructions.

Ensure all staff use the same strategies.

Catch them being good and praise accordingly. Tell the child why you are pleased.

Use a visual key ring with 'survival language' (toilet, drink, snack, etc.) so children can show practitioners what they need and want.

Praise good behaviour to parents/carers.

Don't use "would you" or "could you" or "shall we" when giving instructions.

Acknowledge and label the child's emotions allowing them space to calm down.

Use instant re-inforcers such as praise, smiles and signs.

Say the child's name to gain his attention before talking.

As far as possible ignore low level behaviour - praise children nearby who are showing appropriate behaviour

Use visual support-visual timetables, now and then boards, choice boards

Approach the child at their level and gain eye contact

TARGETED

Continue to observe the child

Sensory checklist

Have on-going contact with parents

Implement a Targeted Plan and review termly

Consider Professional Development for staff

Seek other agency advice – E&I /EY LIFT / Health Visitor

Targeted Plan-Make sure relevant SMART targets are used to meet child's needs

Targeted Plan to be written by child's Key Person, with support from setting SENCO if needed. Parents must always be involved in this process.

Plans to be reviewed approximately every 6 weeks – Need to be flexible

Personalised

Increased frequency of meetings with parents and discussion to meet the child's needs

Very specific focussed, individualised strategies from other agencies i.e. STLS, SaLT

Regular analysis of STAR chart and continued recording informing the Personalised Plan.

Consider risk assessments

Continue to record and liaise with other agencies.

Consideration for SENIF application.