

# SELF REGULATION

I can accept comfort from a special adult.

I can let others have a turn before me.

I can return to an adult when I need them.

I recognise physical feelings are linked to my emotions

I can calmly think my way through a problem.

I can cope with small changes with support.

I can begin to share what the problem is.

I can admit when I have made the wrong choice.

I can show if I'm happy or sad.

I can accept the decisions of adults.



I can patiently wait for my turn.

I can share how I'm feeling with support.

I can express how I am feeling in a safe way.

I can stop, think and do with support.

I can calm down with support.

I can overcome my problems with support.

I can recognise when I'm not coping.

I can talk to others politely.

I can cope positively with others' decisions.

I can use my safe place techniques.

I am able to ignore others' behaviour.

I can admit to others when I have made the wrong choice.



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## Ideas to try at home



Have predictable routines at home. E.g. bedtime, dinner time, morning routines.

Make time to discuss problems and resolutions with your child.

Have a selection of calming activities available e.g. dot to dot, word searches, playdoh, colouring, lego.

Use a number scale 1-10 to help your child identify how they are feeling.

Name and label emotions e.g. excited, angry, surprised, worried, disappointed, confused.  
"I can see that you might be feeling worried, let's go outside for some fresh air."

Model to your child and talk to them about how **you** are feeling and what **you** do to help yourself to feel more regulated e.g. go for a walk, have a drink of water, read a book.

Create a safe space at home for your child to go to when they are feeling overwhelmed. E.g. tent, cosy corner.

Become familiar with 'The Zones of Regulation' and/or 'The Incredible Five Point Scale.'

Try to model self-regulation for your child. For example, 'I'd really like to keep gardening, but if I don't clean up now I won't get you to football on time'. Or 'Let me write that on the calendar so I don't forget'

Prepare and give warning for transitions.

In 5 minutes we are going to get our shoes on and leave for school. In 2 minutes, In 1 minute.

Praise your child when they show self-regulation and manage a tricky situation.

For example, 'You were great at waiting for your turn', or 'I liked the way that you shared with Sam when he asked'.