

# SELF REGULATION INFORMATION.

- IN THE FOLLOWING SECTIONS, WE LOOK AT WHAT SELF REGULATION ACTUALLY IS AND WHY IT IS IMPORTANT.
- WE ALSO LOOK AT THE DIFFERENT DEVELOPMENTAL MILESTONES FOR CHILDREN IN THIS AREA AND SOME OF THE CHALLENGES OF ACQUIRING AND MASTERING THESE FUNDAMENTAL SKILLS.
- FINALLY, WE LOOK AT PRACTICAL WAYS OF CONSOLIDATING AND PROGRESSING SELF REGULATION THROUGH SPECIFIC EXERCISES, CHILD FRIENDLY GAMES AND EVERYDAY ACTIVITIES.

# Self Regulation Skills

## Definitions:

**A person's ability to adjust and control their energy levels, thoughts, emotions and behaviours.**

- **Emotional and Social:** Feelings, social rules and behaviours.
- **Cognitive:** The mental processes that your brain uses.
- **Physical:** Responding to sensory environmental stimuli.



# Self regulation is fundamental to be able to manage your world despite the unpredictability of the world.

- **Emotional:** Responding to life events  
Managing feelings and stress
- **Cognitive:** Academic performance  
Thinking and planning
- **Social:** Social acceptance and friendship groups  
Sharing and turn taking



# Examples of Self Regulation Milestones in Children.



The development of managing your own needs and wants.

(Think the developmental process of toddler tantrums!!)

- **Emotional:** Perceiving and understanding your own and other people's emotions.
- **Cognitive:** Attention, concentration, memory, reasoning, planning.
- **Social:** Social skills, understanding spoken and body language.
- **Physical:** Sensory processing, awareness of own body.



# Challenges for Self Regulation.

- **Emotional:** Increased or decreased behavioural/emotional responses
- **Cognitive:** Poor concentration/attention
- **Social:** Delayed communication or social skills
- **Physical:** Under or over sensitive to sensory stimulation
- Play, exercise, food, hydration and sleep will also have an affect on self regulation.



# Specific Exercises

- **Heavy work:** Some children benefit from 'heavy work'; which is any activity that pushes or pulls on the body. Heavy work can both stimulate and calm depending on the need and can help children feel more 'grounded'. Weighted products such as lap pads, vests, bags and blankets are also available. Occupational Therapists can also provide assessment and intervention.

Around the house	Outside	In the Classroom
<b>Taking out the trash</b> <b>Pushing a vacuum cleaner</b> <b>Mopping or sweeping</b> <b>Carrying a full laundry basket</b> <b>Carrying groceries</b> <b>Cooking (such as stirring or kneading bread dough)</b> <b>Shoveling snow or raking leaves</b> <b>Pushing the shopping cart in a store</b>	<b>Riding a tricycle or bicycle</b> <b>Playing catch (perhaps with a weighted ball)</b> <b>Swinging on monkey bars</b> <b>Climbing on the playground</b> <b>Jumping rope or trampoline</b> <b>Playing hopscotch</b> <b>Wheelbarrow walking (walking on her hands while you hold her feet)</b> <b>Swimming</b>	<b>Playing Twister</b> <b>Squishing play-dough</b> <b>Blowing bubbles</b> <b>Stacking chairs</b> <b>Cleaning white board</b> <b>Marching or running in place</b> <b>Doing push-ups (either on the floor or against the wall)</b>



# Specific Exercises

Sensory circuits are used to help balance our sensory integration; which is the way we organise and interpret information received from our senses - sight, hearing, taste, touch, smell and vestibular (balance) and proprioception (body awareness).

**Alerting:** Stimulating the brain and body, waking up, ready to learn.

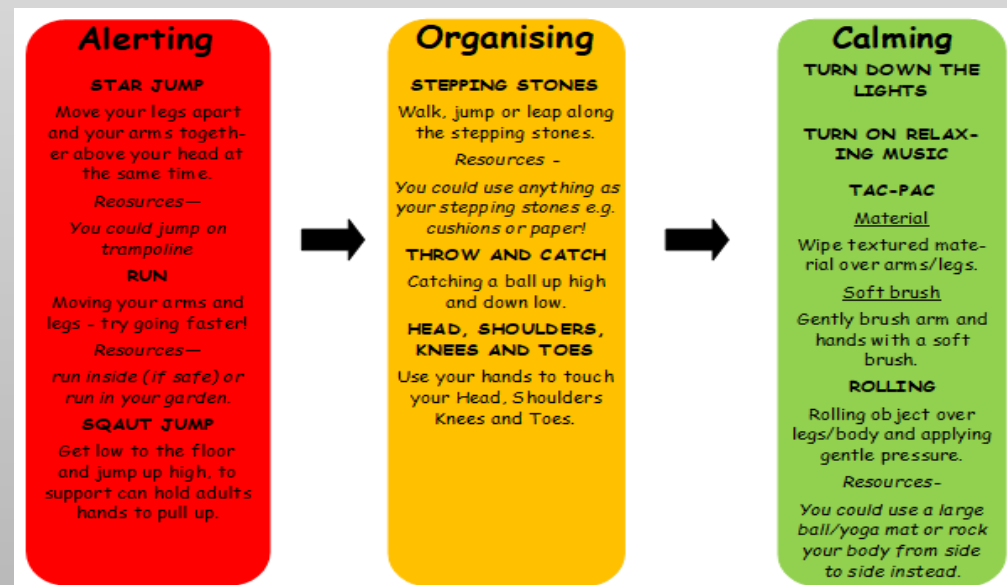
**Think Active**

**Organising:** Focussing the brain to be ready for multi sensory activities.

**Think Concentration**

**Calming:** Quiet and grounding activities.

**Think Relaxation**





# Games

Games which involve listening, waiting, following instructions

Traffic lights (Red - stop, Amber - run on the spot, Green - run!)

Simon Says

Musical statues

Copying a clapping routine

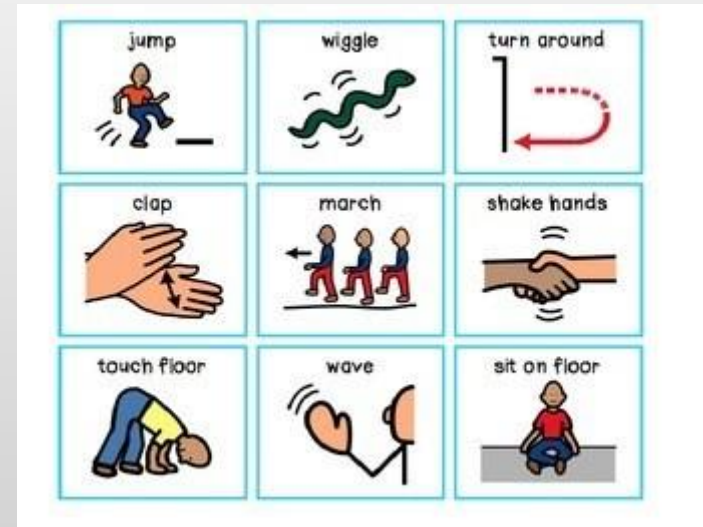
Sorting and organising games

Card games like Snap or Uno

Jenga

Sorting a mixture of items into categories (e.g. coloured buttons)

Role Play - for exploration and creativity





# Everyday Activities


Here's some ideas for keeping the everyday routines going and supporting children's (and adults!) self regulation. Examples of each are illustrated on the following pages.

**Visual Timetables:** Pictures to represent the routine of the day or a specific activity. Can be used at school and at home. Now and Next boards show just the current activity and the following one.

**Social Stories:** Short individualised stories written in the first person describing specific situations with specific solutions. Focusses on the who, what, where, when, why and how.

**Zones of regulation:** Based on four colours - Red - Stop, Yellow - caution, Green - good to go, Blue - running slow. Can be tailored to individual interests e.g. superheroes, film characters.

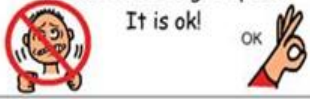
## Mistakes

When I am trying something new or when I am doing my work, it's ok to make mistakes. 

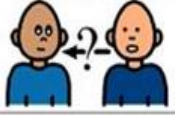
When I make a mistake, I will stay calm and try again.

If I need help with something, I will ask a friend or my teacher.

I do not need to get upset.  
It is ok!



Can you help me please?



Everyone makes mistakes.

When something isn't right I can always try again.

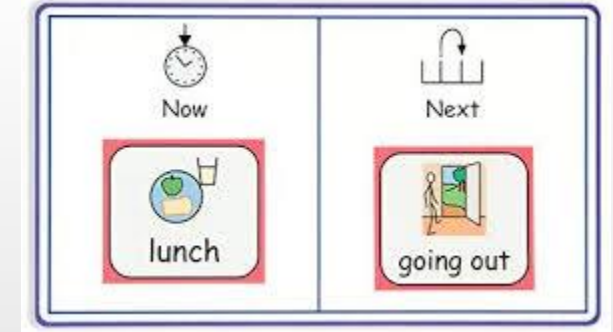
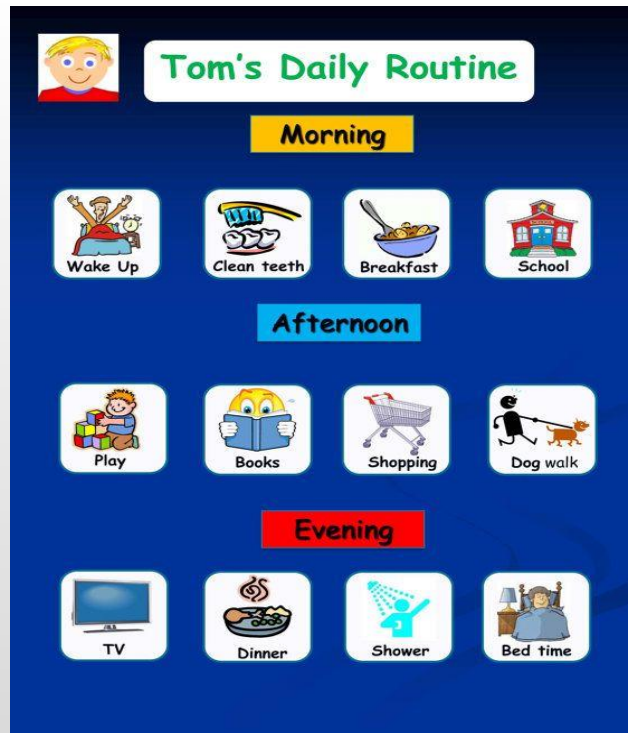
That is how I learn.



Try it again







Example of a social story



Visual timetables  
and an example of a  
Now and Next Board

## ZONES OF REGULATION!

Blue	Green	Yellow	Red
			
Sick Sad Tired Bored Moving Slowly	Happy Calm Good to Go Focused Ready to Learn	Frustrated Worried Silly/Wiggly Anxious Excited	Mad/Angry Mean Yelling/Hitting Out of Control I Need Time and Space

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Zones of Regulation  
Based on the  
Inside Out Characters

# Everyday Activities

Visual examples of the following are on the next page.

**Mindfulness:** Breathing techniques, yoga, colouring, nature. Check out [Cosmic Kids Yoga](#) and [Cosmic Kids Zen Den](#) on YouTube.

















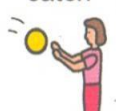

**Sensory Breaks:** A change in activity to take a break and provide sensory input to stay alert, on task, and focused. Could also be used as a calming activity.

**Journaling:** Keeping a record of events, feelings and moods. Useful to spot trends or patterns. Try to focus on the positive and what has gone well. Doesn't have to be writing - could be photos, art, magazine pictures, drawings and doodles.

**Challenge:** Record 3 things every night which made you feel happy or grateful!

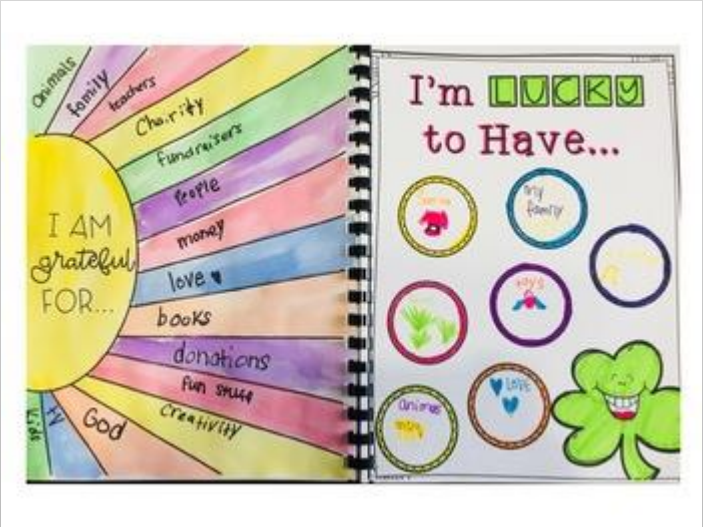


# Sensory Break ideas

swing 	platform swing 	bolster swing 	ball bath 
bean bag chair 	bounce on ball 	brush 	climb 
ride 	build 	knock it down 	roll 
jump 	balance beam 	tunnel 	putty 
headphones 	puzzle 	rice 	inner tube 
throw 	catch 	arts & crafts 	toy cars 



Any activity that the child finds calming and therapeutic



My Daily Journal

Date:

What did we do today?

What were three feelings I had today?

ONE:

TWO:

THREE:

What are three things I am grateful for today?

1.

2.

3.

What is one question I have right now?

What is one thing I did well today?

What is one thing I'd like to do differently tomorrow?

Draw a picture of your thoughts, feelings or experiences on the back of this page.

meaningful

mama

Examples of diaries or journals

# The Power of Rhyme

Studies suggest that regardless of differences in social backgrounds, familiarity with rhyme makes good readers.  
*Aim to know at least 8 rhymes by heart.*



**Emotional:** humour, imagination, feelings, familiarity

- **Cognitive:** memory, listening, numeracy skills, phonics, literacy skills (alliteration, onomatopoeia), increasing vocabulary and language
- **Social:** turn taking/group work, story telling, role play, speech skills
- **Physical:** movement and actions, coordination and integration



Games, puzzles, jigsaws, songs and videos are all available.  
Have fun with rhyme!!