

Regulation in the Home

Lincolnshire Behaviour Outreach Service



Self regulation is the ability to understand and manage your own behaviour and reactions. It helps us to get along with others.



How do we learn it?



Self regulation comes from co-regulation - we have to be taught it!

- feeling safe
- being soothed
- being taught what our feelings are and that they are ok



Some of us find that trickier than others!



Two behaviours

Distressed

Learned



Calm Down!

Attention needing

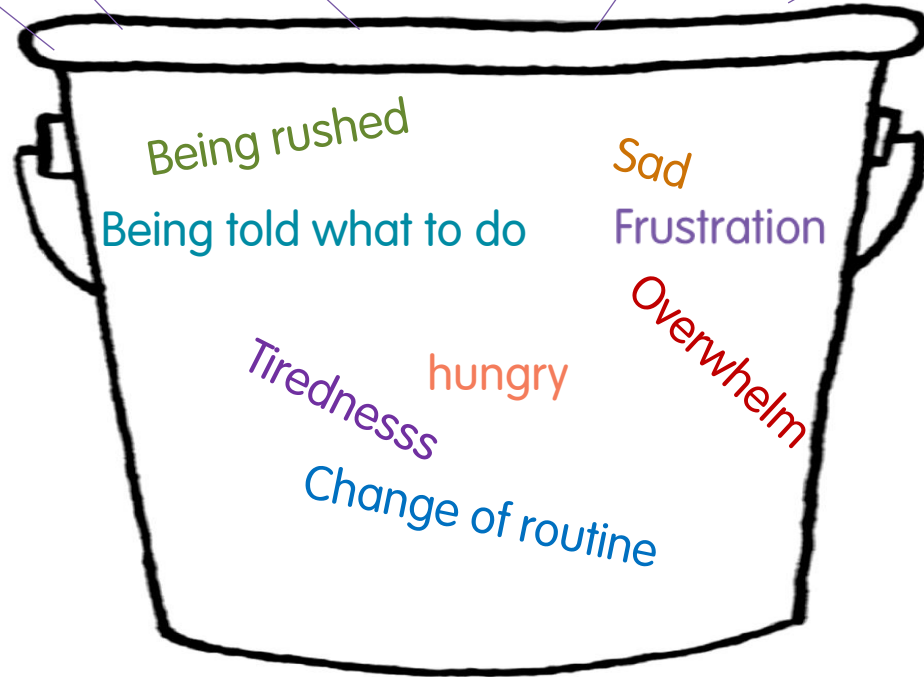
Shouting

Hitting

Throwing

Running away

Crying



What are they trying to tell us?

Fear

Pain

Strong feelings in a situation



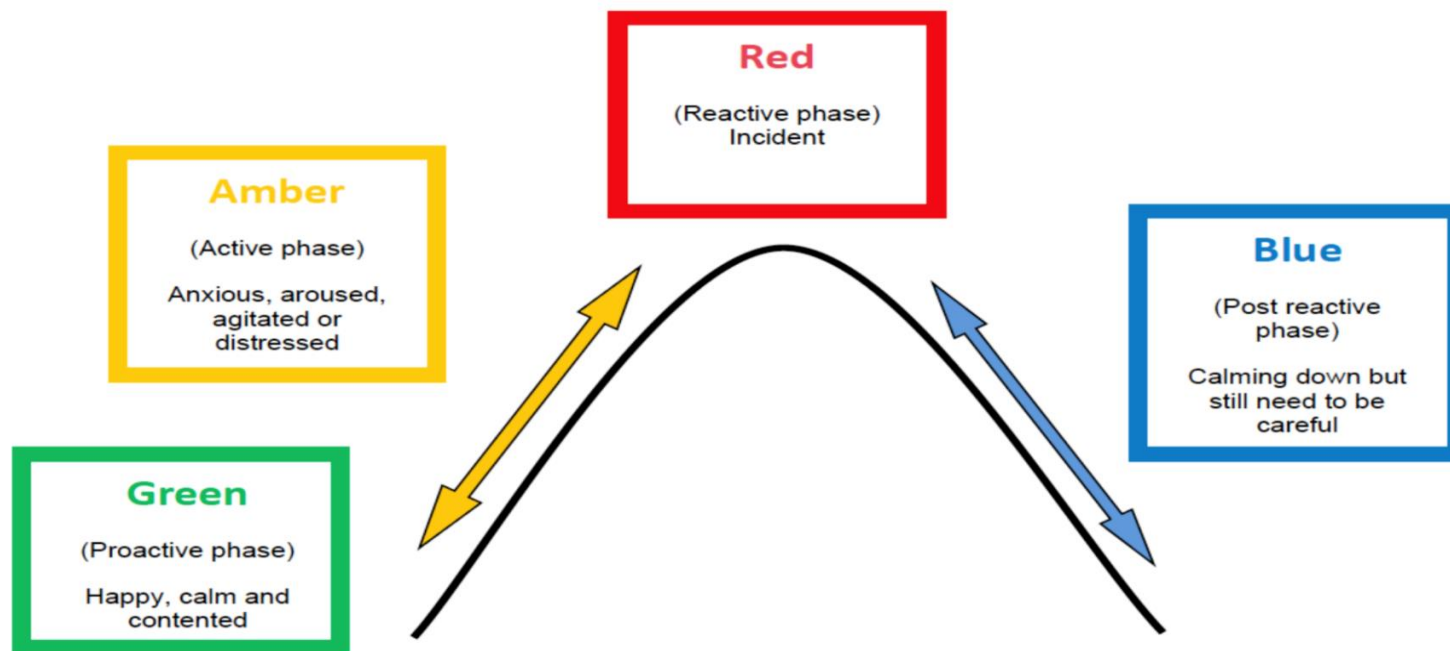
Hyperactivity

Anxiety

Sensory needs

Attention needing





**Arousal Curve Showing Different Stages of the Behaviour, digital figure, Challenging Behaviour Foundation, accessed 18 June 2018, <<https://www.challengingbehaviour.org.uk/learning-disability-files/02---Finding-the-Causes-of-Challenging-Behaviour-Part-2-web.pdf>>



The green phase

In this stage we are functioning from the cortex-our executive functioning part of the brain

- **What can we do now?**
- Practice breathing exercises
- Teach grounding exercises
- Teach how to use a calm box
- Use the BOSS regulation cards for home
- Introduce patterned, repetitive, rhythmic exercises



• Keep them in the green stage by...

Making regular movement breaks a routine

Paying attention to sensory needs

Warning about transition

Being calm and predictable - patterned repetitive routines promote calm

Using positive language- say do more often than don't!



Zones of Regulation

Blue Zone	Green Zone	Yellow Zone	Red Zone
			
Low	Happy	Wobbly	Angry
Running slow	Good to go	Caution	STOP!
Unhappy Tired Withdrawn Tearful	Positive Proud Calm Focused	Excited Nervous Frustrated Annoyed	Mad Furious Yelling Aggressive



The amber phase

The child may be distracted, fidgeting, displaying some refusal- they are beginning to move lower down toward their limbic brain



Strategies

Support them to use taught regulation/ breathing/ grounding exercises

Acknowledge feelings

Practice loud empathy, wonder out loud

Ignore minor misdemeanours

Offer a drink through a straw or crunchy food

Sit with them for a moment and offer connection and coregulation

Rhythmic activities can support us to access the cortex again



Use of a calm space

Calm box

Destroy box

Distraction – silly games / bubbles

Use the Regulation cards for home

Butterfly hug



The red phase

no longer functioning from the cortex but is now in the limbic brain- the feelings brain

We no longer have access to

Impulse control

Emotional control

Self monitoring

Planning and prioritising

Organisation skills



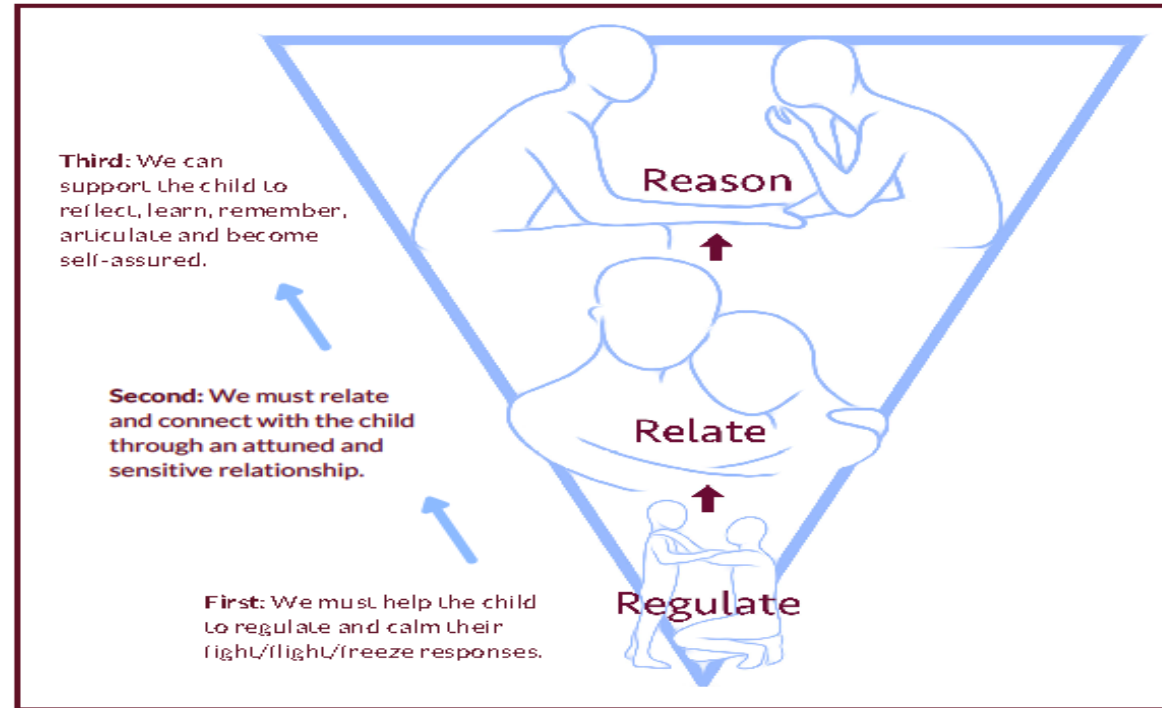
Strategies

- Reduce drama – Co-regulate
- Call out the action not the child
- Avoid long lectures/ reprimands - they won't hear you but will be further heightened
- Practice loud empathy



The Three R's: Reaching The Learning Brain

Dr Bruce Perry, a pioneering neuroscientist in the field of trauma, has shown us that to help a vulnerable child to learn, think and reflect, we need to intervene in a simple sequence.



Heading straight for the 'reasoning' part of the brain with an expectation of learning, will not work so well if the child is dysregulated and disconnected from others.

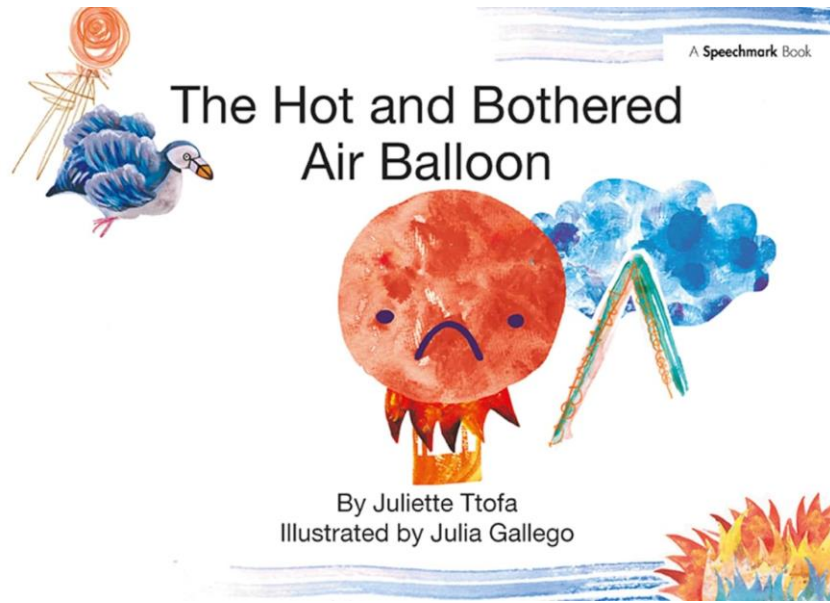
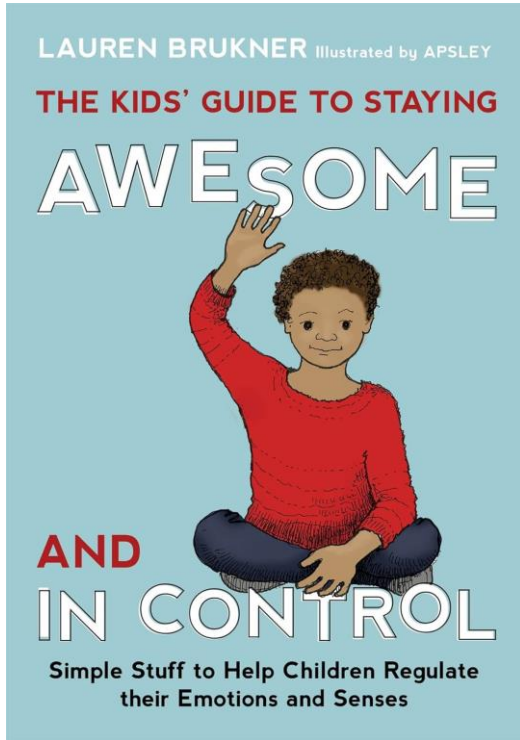
Toolkit for Regulation

Maintaining Positive
Behaviours in the
Classroom

family
action

Regulation Cards for Home

Maintaining Positive
Behaviours in the
Home



Thank you

It is always nice to end by asking for questions!





www.family-action.org.uk