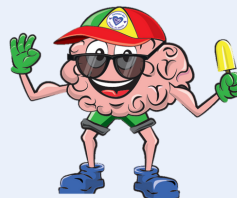


Self-Care for parents



- Prioritise sleep: no devices one hour before bed. Maintain the same sleep routine each evening and stick to it!
- Connect with friends and family
- Exercise and nature: you do not need to run a marathon, a gentle walk is good enough.
- Do something for yourself: an old past time, getting a coffee, read a book, watch that series.
- Being mindful in the moment
- Gratitude / noticing the small things
- Random acts of kindness
- Learn a new skill / hobby
- Be creative



School In-reach Feedback 2024 - 2025



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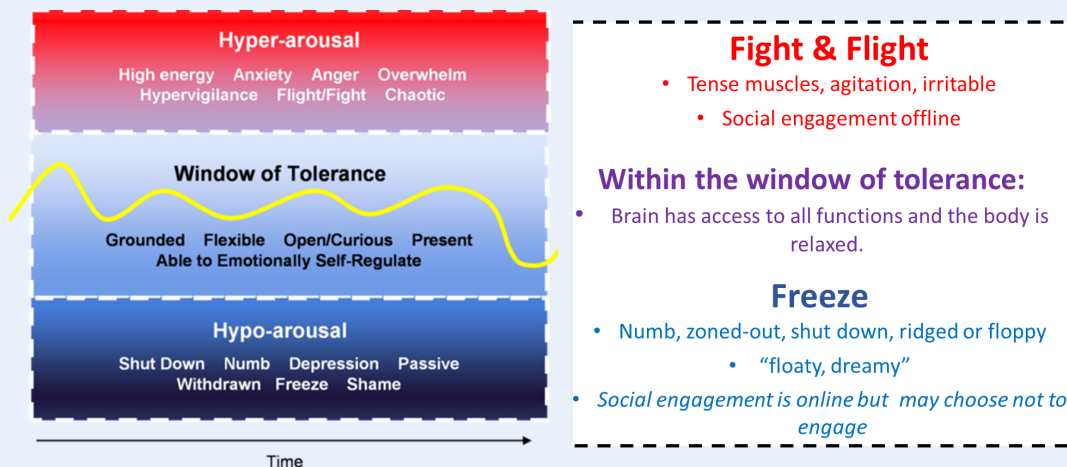
Emotional Regulation
Top Tips
For Parents/carers



Remember: we would not normally expect a child to self-regulate until at least the age of 8!



The Window of Tolerance



Scan Me
 For more information on
 the window of tolerance

Fight, Flight & Freeze Response

Our brains can make mistakes and think that everyday things, like school, tests and seeing friends, need an emotional response!



Fight

Feeling hot
 Agitated
 Easily annoyed / angry
 Lashing out verbally & physically



Flight

Hot
 Agitated
 Wanting to leave
 Needing a release
 Feeling like running away



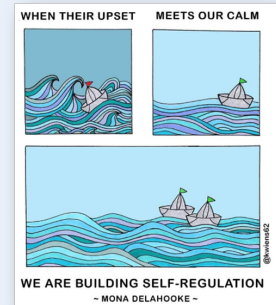
Freeze

Wanting to hide
 Stuck / frozen
 Dizzy / dreamy
 Losing your words

Co-regulation

When supporting your child to regulate their emotions, it is helpful to be aware of:

- Your own emotions
- Your reaction to these emotions
- How your emotions may affect your child's emotions and behaviour.



Younger children will need your support to regulate their emotions. Children observe and imitate their carers thoughts, feelings and behaviour.

(Hatfield, Cacioppo, & Rapson, 1993; Parke, 1994; McLaughlin et al., 2015)



The 3 R's of Emotional regulation

Regulate:

First we need to bring our child down from their fight, flight and freeze response.



Relate:

We need to relate and connect with the child through an attuned and sensitive relationship. It is important that our children know we understand how they feel.



Reason:

This is when we can encourage our children to reflect and learn about their emotions and behaviour. If consequences need to be put in place then this is the time to do it.



Name it to Tame it!

Studies show that naming emotions reduced the effect that emotion has on the body, which helps to regulate it.

Sometimes children may struggle to name the emotion themselves. We can help them by naming it for them!



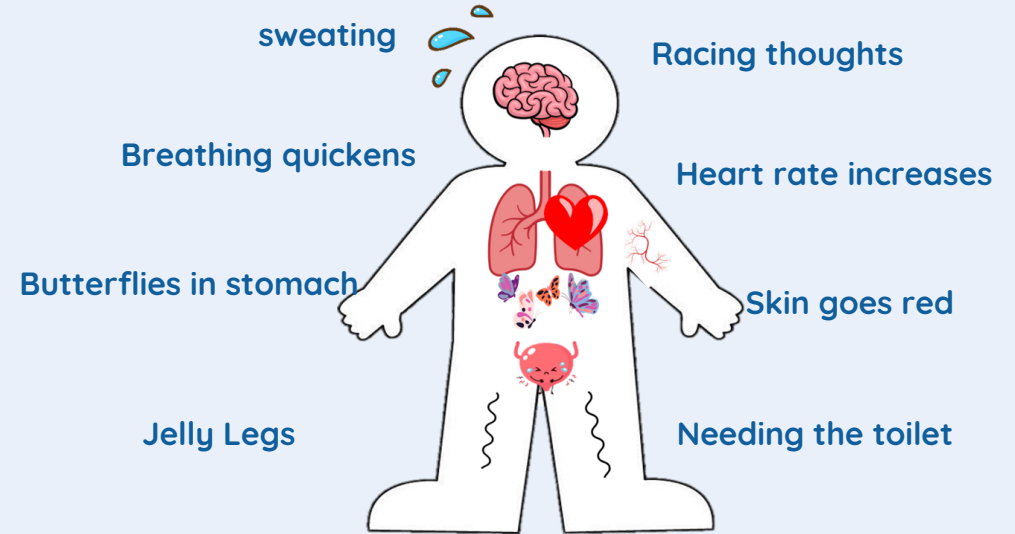
Create opportunities to check in with your child and how they are feeling. Don't forget to discuss how you are feeling too. Using visuals like below can help to develop their emotional literacy.

Blue Zone	Green Zone	Yellow Zone	Red Zone
Sick Sad Tired Bored Moving Slowly	Happy Calm Feeling Okay Focused Ready to learn	Frustrated Worried Silly/Wiggly Excited Loss of some control	Mad/Angry Mean Yelling/ Hitting Disgusted Out of Control

This practice not only helps children to understand and manage their emotions but also strengthens their relationships with others and their ability to navigate life's challenges.

Body Mapping

Emotions have an effect on our body. Noticing these sensations can be the first step to emotional regulation, to help prevent these feelings from taking over.



What physical sensations does your child feel?

Use WINE

using WINE is a conversation method that you can use to help develop your child's emotional literacy and relate to them when they are feeling big emotions.

- W** - "I wonder if you are feeling worried about your first day back in school"
- I** - "I imagine that your have been feeling sick and having negative thoughts;this is natural"
- N** - "I noticed you became upset this morning!"
- E** - "I can see this is really tricky for you and your are trying really hard"



Using medical Language



Sometimes we use medical language to describe normal, everyday emotions:

“I’m Bi-Polar” “I’m a bit OCD” “I’m Depressed”

Although medical language can have its place. It can increase worries and dysregulation if used in an inappropriate way. Instead we can change our language to something more appropriate.

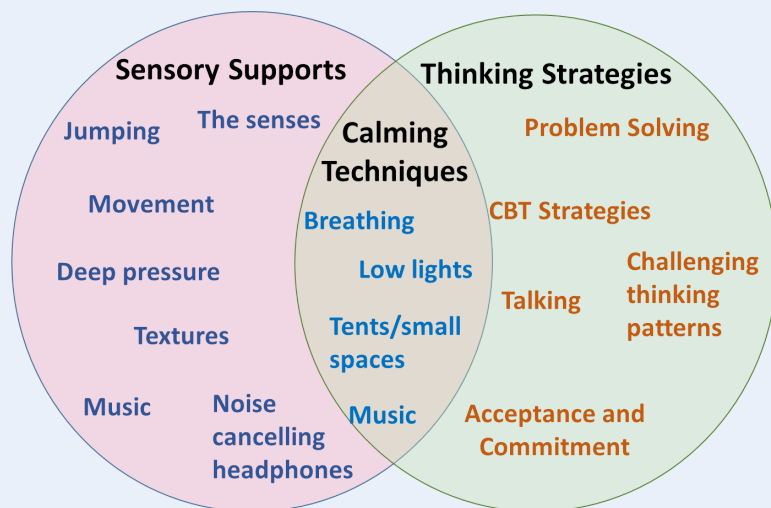


“I’m feeling some really strong emotions today”

“I feel worried when I don’t do things a particular way”

“My mood is a little low today”

Calming the Fight, Flight & Freeze



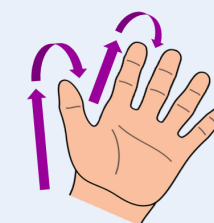
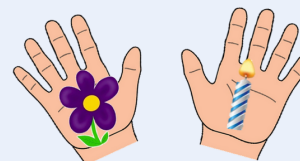
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NHS website for Sensory Regulation support

Breathing

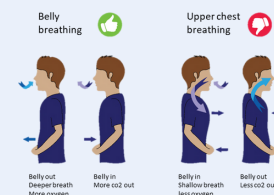


As part of the physiological stress response, the heart races to get oxygen to the body which triggers shallow, upper chest breathing. Controlled breathing is good step to calm the nervous system.



Practice, practice, practice.
Belly breathing

This technique involves pushing the belly out while inhaling (nose; for adults, 7seconds) Then, pulling the belly in while exhaling (mouth; for adults, 11 seconds) Two minutes of belly breathing can calm the body. (Porges, 2011)



Progressive muscle relaxation

Progressive muscle relaxation (PMR) is a technique to help your child to relax by focusing on slowly tensing and then relaxing each muscle group in their body.

