Slide 1

Together Transforming Behaviour
The ACADEMY for BEHAVIOUR LEADERSHIP
Module 5:
The Real Deal about Emotional Regulation
Led by: Rebecca Oyetey
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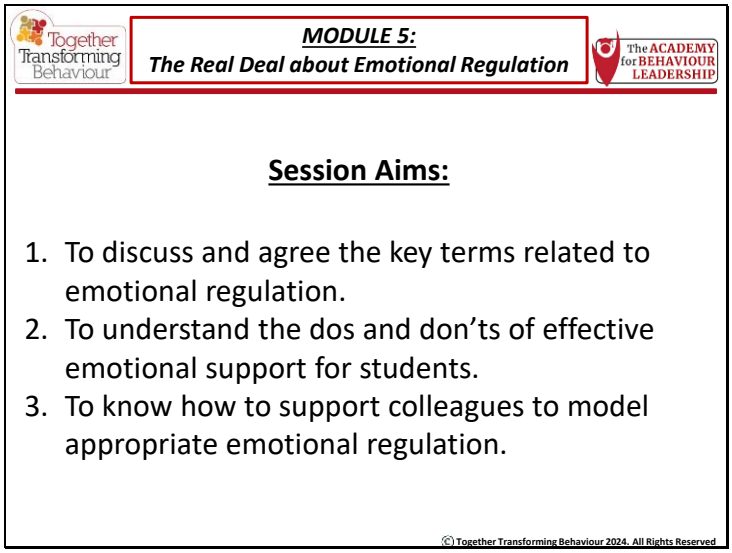
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The Real Deal about Emotional Regulation
The ACADEMY for BEHAVIOUR LEADERSHIP
Session Aims:
1. To discuss and agree the key terms related to emotional regulation.
2. To understand the dos and don'ts of effective emotional support for students.
3. To know how to support colleagues to model appropriate emotional regulation.
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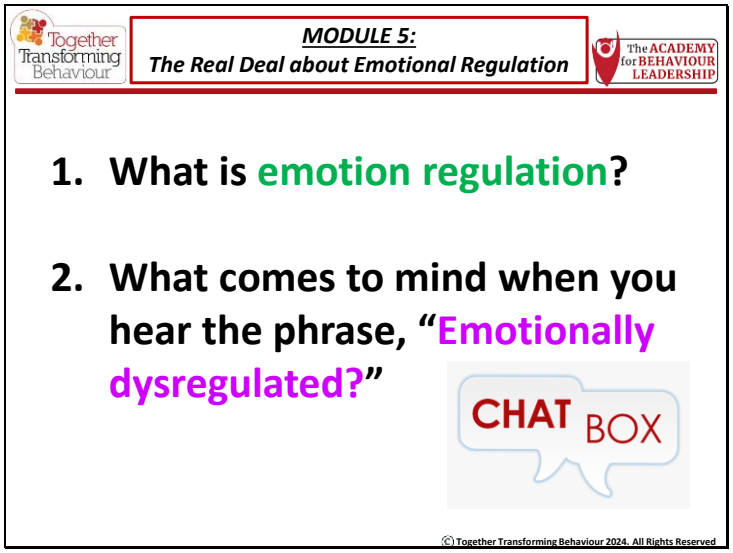
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1. What is emotion regulation?
2. What comes to mind when you hear the phrase, "Emotionally dysregulated?"
CHAT BOX
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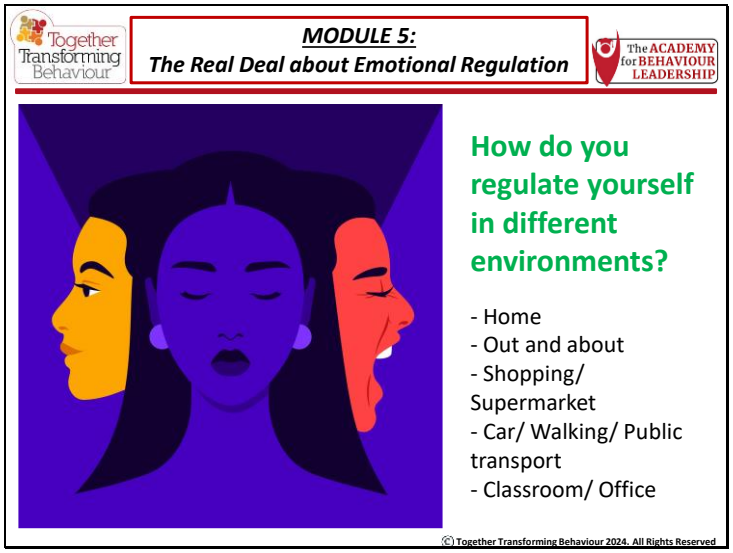
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The Real Deal about Emotional Regulation
The ACADEMY for BEHAVIOUR LEADERSHIP
How do you regulate yourself in different environments?
- Home
- Out and about
- Shopping/ Supermarket
- Car/ Walking/ Public transport
- Classroom/ Office
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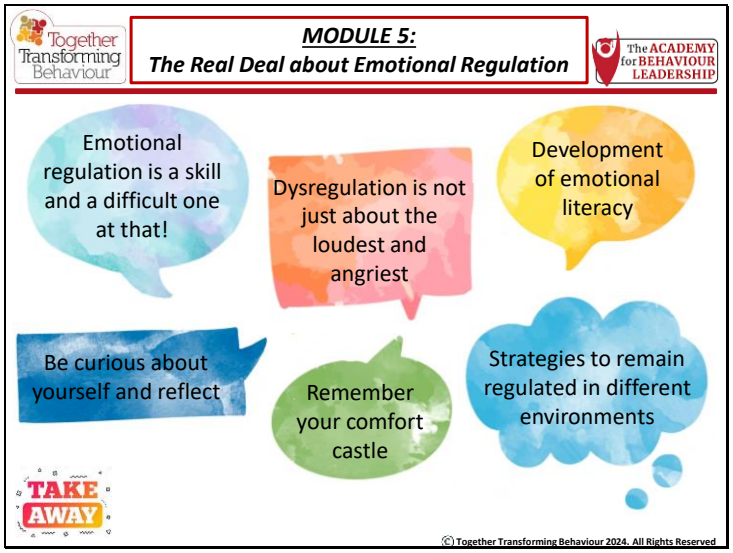
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Emotional regulation is a skill and a difficult one at that!
Dysregulation is not just about the loudest and angriest
Development of emotional literacy
Be curious about yourself and reflect
Remember your comfort castle
Strategies to remain regulated in different environments
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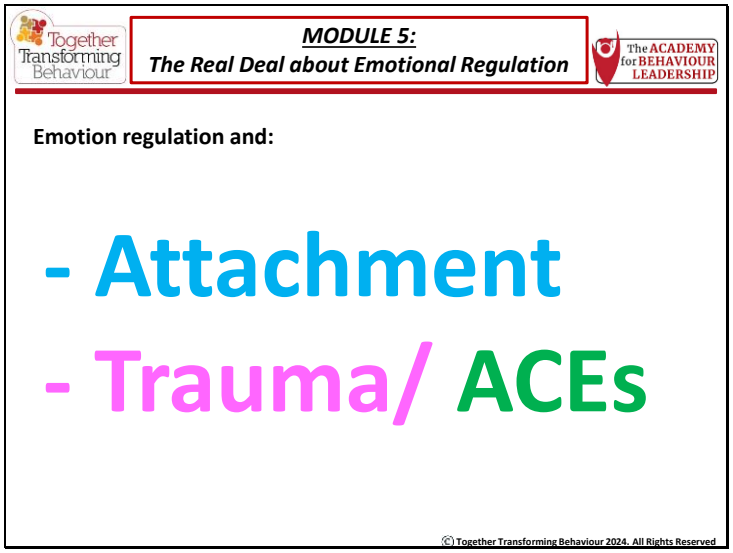
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Emotion regulation and:
- Attachment
- Trauma/ ACEs
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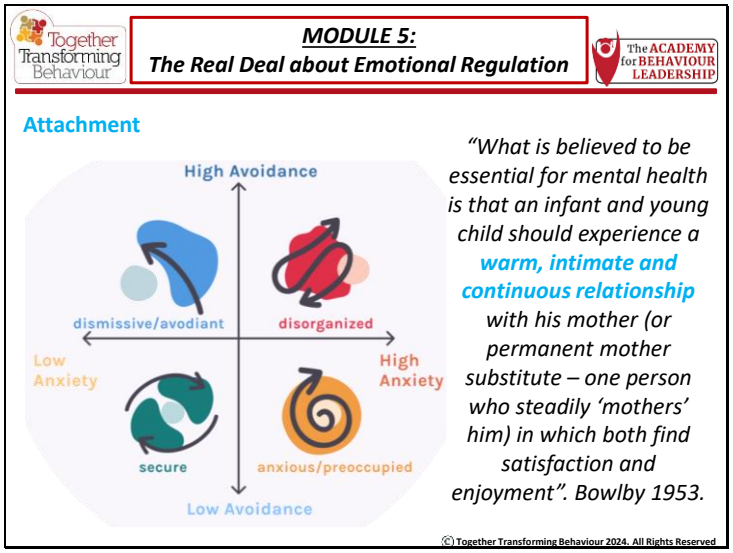
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The ACADEMY for BEHAVIOUR LEADERSHIP
Attachment
High Avoidance
dismissive/avodiant
disorganized
Low Anxiety
High Anxiety
secure
anxious/preoccupied
Low Avoidance
"What is believed to be essential for mental health is that an infant and young child should experience a warm, intimate and continuous relationship with his mother (or permanent mother substitute – one person who steadily 'mothers' him) in which both find satisfaction and enjoyment". Bowlby 1953.
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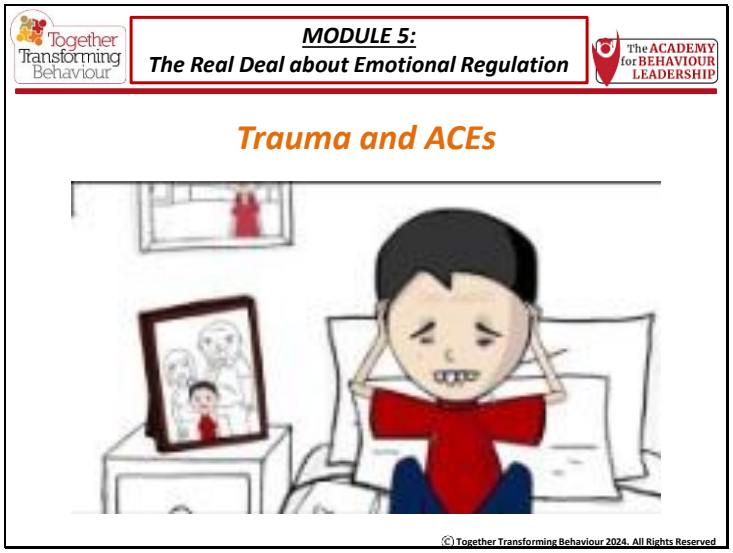
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Trauma and ACEs
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Behaviour as communication: Some call it attention seeking, we call it connection (or attachment) seeking.
Understanding of Attachment-Aware, Trauma-Informed Practice is:
going from saying this:
To asking yourself this:
What is wrong with you?
What happened to you?
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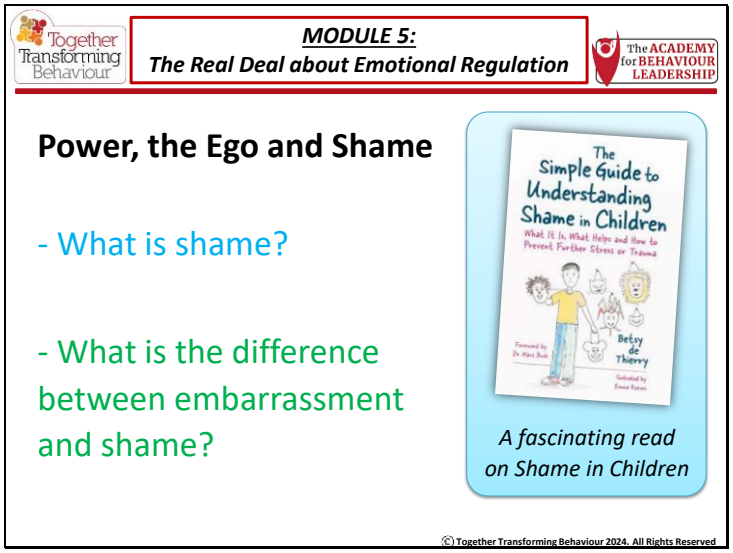
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Power, the Ego and Shame
- What is shame?
- What is the difference between embarrassment and shame?
The Simple Guide to Understanding Shame in Children
What It Is, What Helps and How to Prevent Further Stress or Trauma
Betsy de Thierry
A fascinating read on Shame in Children
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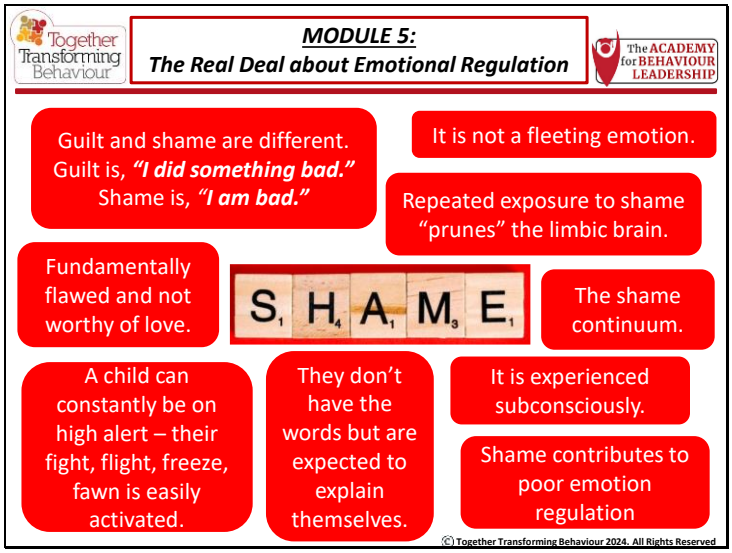
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Guilt and shame are different. Guilt is, "I did something bad." Shame is, "I am bad."
It is not a fleeting emotion.
Repeated exposure to shame "prunes" the limbic brain.
Fundamentally flawed and not worthy of love.
SHAME
The shame continuum.
A child can constantly be on high alert – their fight, flight, freeze, fawn is easily activated.
They don't have the words but are expected to explain themselves.
It is experienced subconsciously.
Shame contributes to poor emotion regulation
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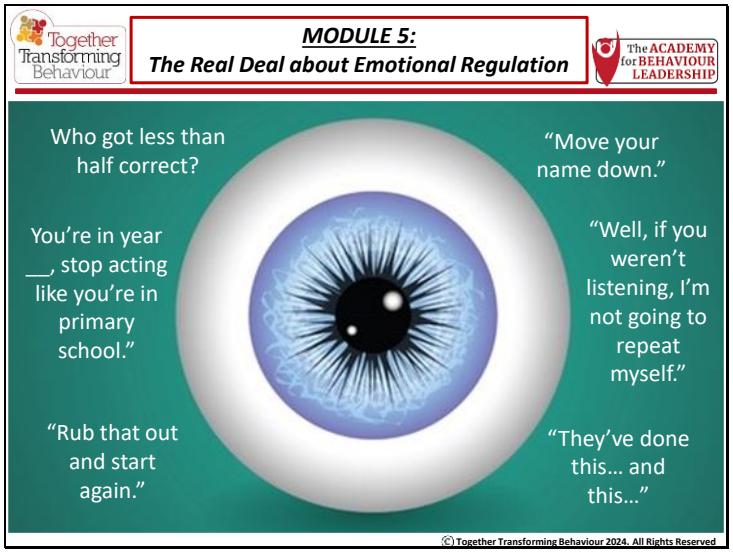
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Who got less than half correct?
"Move your name down."
You're in year __, stop acting like you're in primary school."
"Well, if you weren't listening, I'm not going to repeat myself."
"Rub that out and start again."
"They've done this... and this..."
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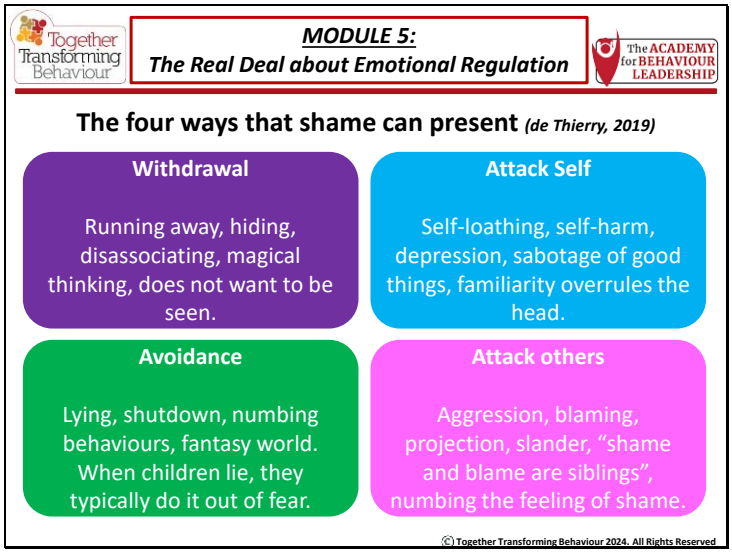
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The four ways that shame can present (de Thierry, 2019)
Withdrawal
Running away, hiding, disassociating, magical thinking, does not want to be seen.
Attack Self
Self-loathing, self-harm, depression, sabotage of good things, familiarity overrules the head.
Avoidance
Lying, shutdown, numbing behaviours, fantasy world. When children lie, they typically do it out of fear.
Attack others
Aggression, blaming, projection, slander, "shame and blame are siblings", numbing the feeling of shame.
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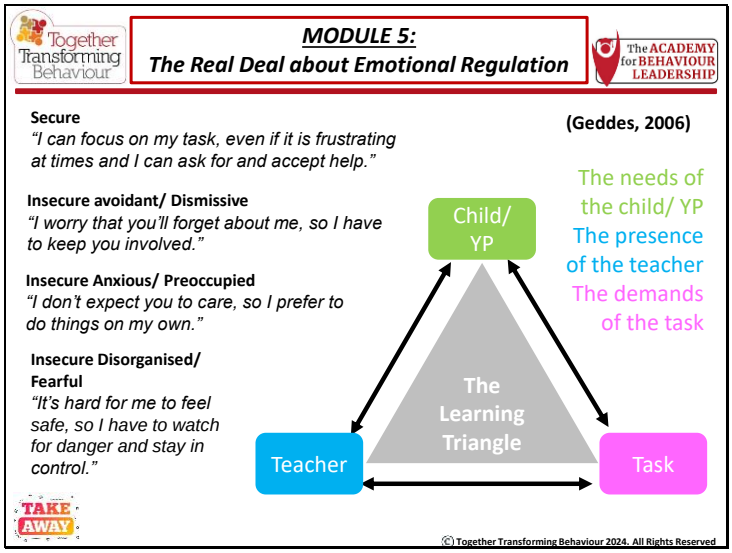
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The ACADEMY for BEHAVIOUR LEADERSHIP
Secure
"I can focus on my task, even if it is frustrating at times and I can ask for and accept help."
Insecure avoidant/ Dismissive
"I worry that you'll forget about me, so I have to keep you involved."
Insecure Anxious/ Preoccupied
"I don't expect you to care, so I prefer to do things on my own."
Insecure Disorganised/ Fearful
"It's hard for me to feel safe, so I have to watch for danger and stay in control."
(Geddes, 2006)
The needs of the child/ YP
The presence of the teacher
The demands of the task
Child/ YP
The Learning Triangle
Teacher
Task
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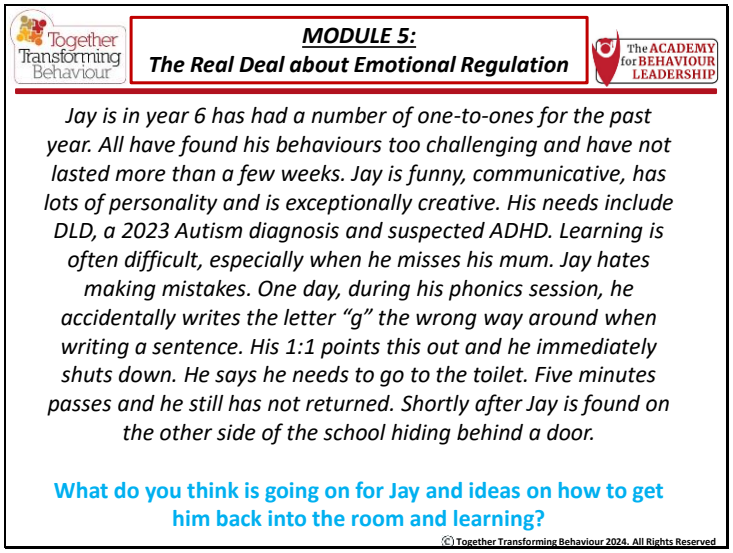
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The ACADEMY for BEHAVIOUR LEADERSHIP
Jay is in year 6 has had a number of one-to-ones for the past year. All have found his behaviours too challenging and have not lasted more than a few weeks. Jay is funny, communicative, has lots of personality and is exceptionally creative. His needs include DLD, a 2023 Autism diagnosis and suspected ADHD. Learning is often difficult, especially when he misses his mum. Jay hates making mistakes. One day, during his phonics session, he accidentally writes the letter "g" the wrong way around when writing a sentence. His 1:1 points this out and he immediately shuts down. He says he needs to go to the toilet. Five minutes passes and he still has not returned. Shortly after Jay is found on the other side of the school hiding behind a door.
What do you think is going on for Jay and ideas on how to get him back into the room and learning?
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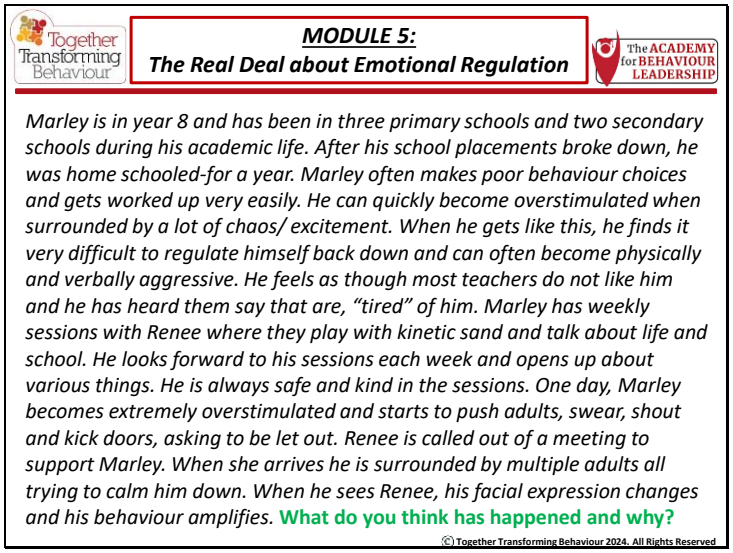
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The ACADEMY for BEHAVIOUR LEADERSHIP
Marley is in year 8 and has been in three primary schools and two secondary schools during his academic life. After his school placements broke down, he was home schooled-for a year. Marley often makes poor behaviour choices and gets worked up very easily. He can quickly become overstimulated when surrounded by a lot of chaos/ excitement. When he gets like this, he finds it very difficult to regulate himself back down and can often become physically and verbally aggressive. He feels as though most teachers do not like him and he has heard them say that are, "tired" of him. Marley has weekly sessions with Renee where they play with kinetic sand and talk about life and school. He looks forward to his sessions each week and opens up about various things. He is always safe and kind in the sessions. One day, Marley becomes extremely overstimulated and starts to push adults, swear, shout and kick doors, asking to be let out. Renee is called out of a meeting to support Marley. When she arrives he is surrounded by multiple adults all trying to calm him down. When he sees Renee, his facial expression changes and his behaviour amplifies. What do you think has happened and why?
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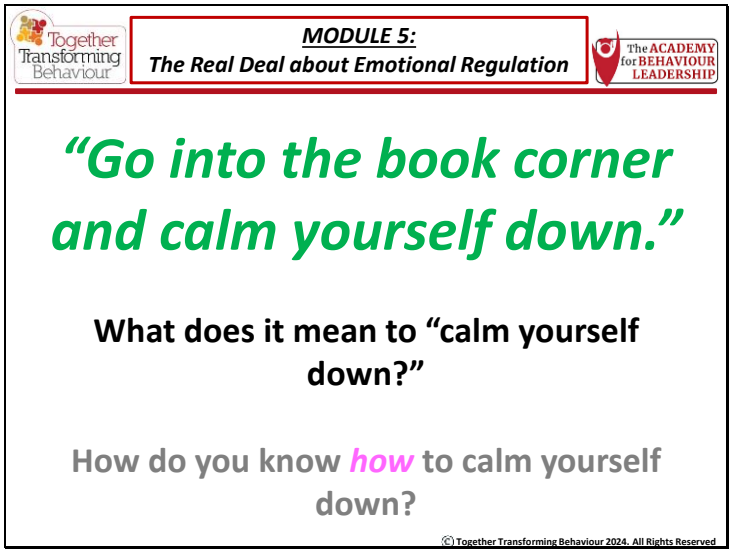
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"Go into the book corner and calm yourself down."
What does it mean to "calm yourself down?"
How do you know how to calm yourself down?
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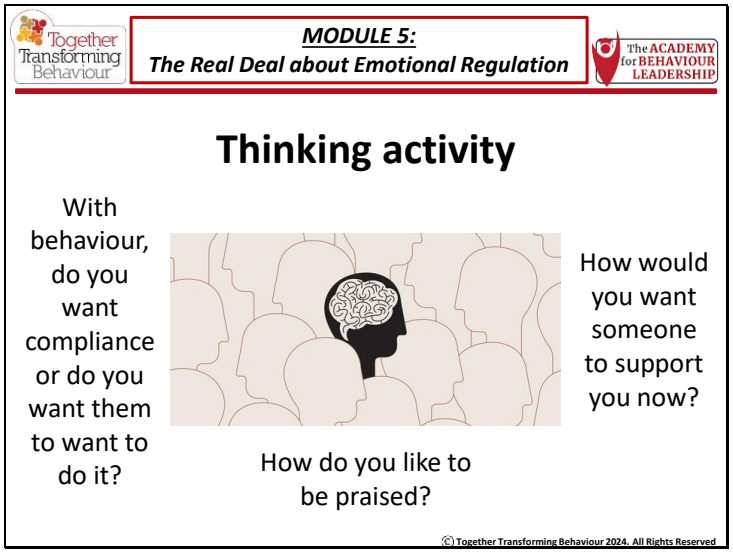
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Thinking activity
With behaviour, do you want compliance or do you want them to want to do it?
How would you want someone to support you now?
How do you like to be praised?
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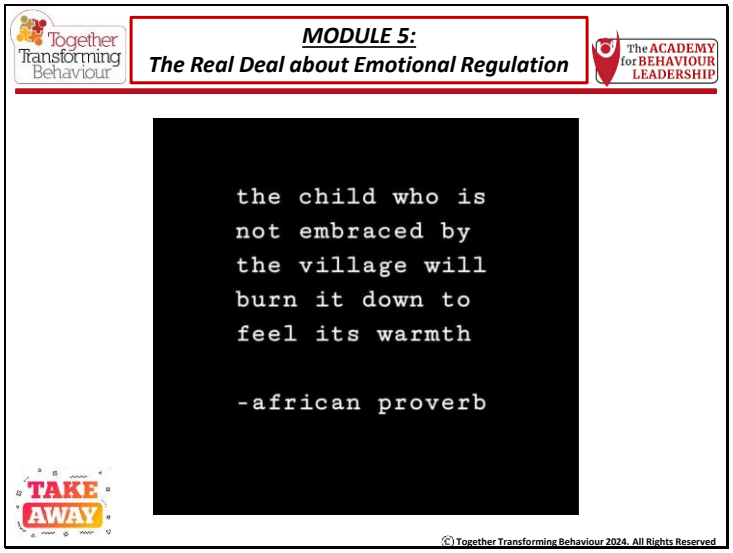
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the child who is
not embraced by
the village will
burn it down to
feel its warmth
-african proverb
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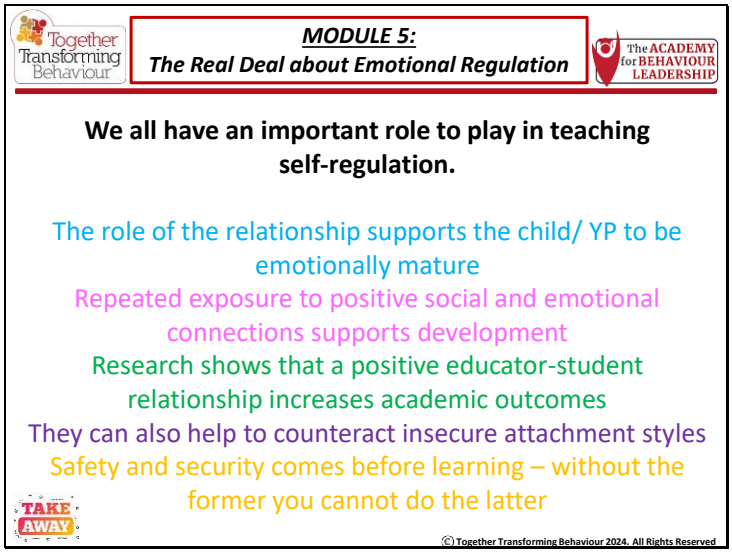
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We all have an important role to play in teaching self-regulation.
The role of the relationship supports the child/ YP to be emotionally mature
Repeated exposure to positive social and emotional connections supports development
Research shows that a positive educator-student relationship increases academic outcomes
They can also help to counteract insecure attachment styles
Safety and security comes before learning – without the former you cannot do the latter
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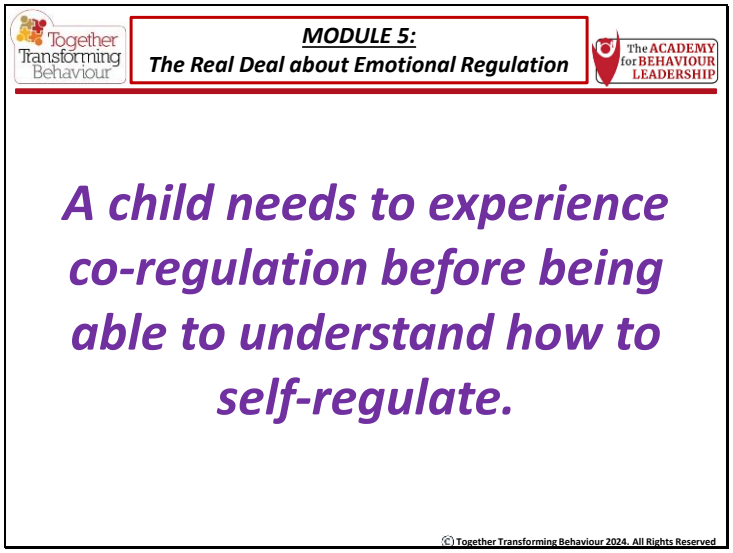
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A child needs to experience co-regulation before being able to understand how to self-regulate.
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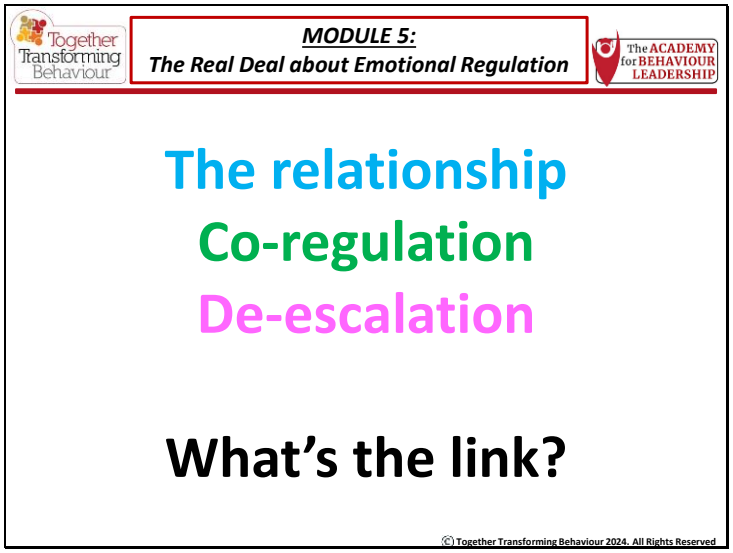
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The relationship
Co-regulation
De-escalation
What's the link?
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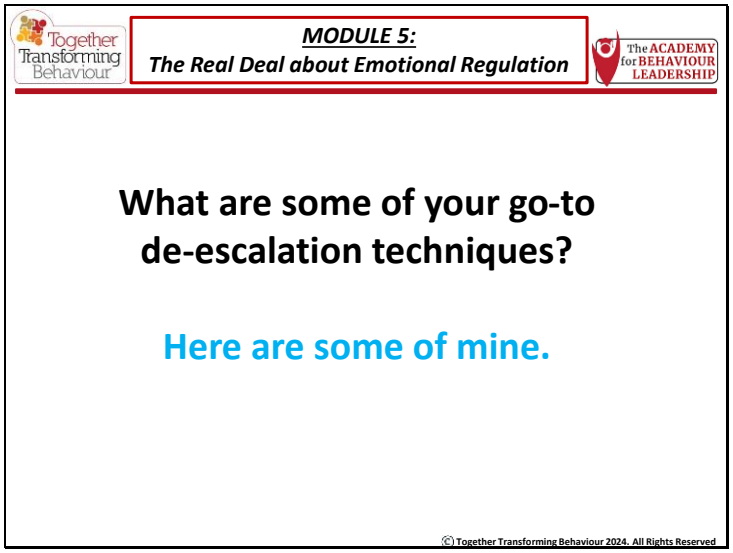
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What are some of your go-to de-escalation techniques?
Here are some of mine.
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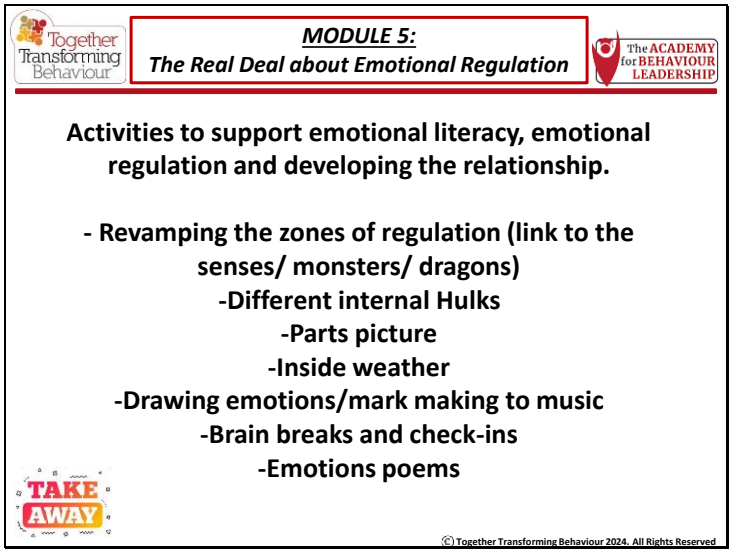
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Activities to support emotional literacy, emotional regulation and developing the relationship.
- Revamping the zones of regulation (link to the senses/ monsters/ dragons)
-Different internal Hulks
-Parts picture
-Inside weather
-Drawing emotions/mark making to music
-Brain breaks and check-ins
-Emotions poems
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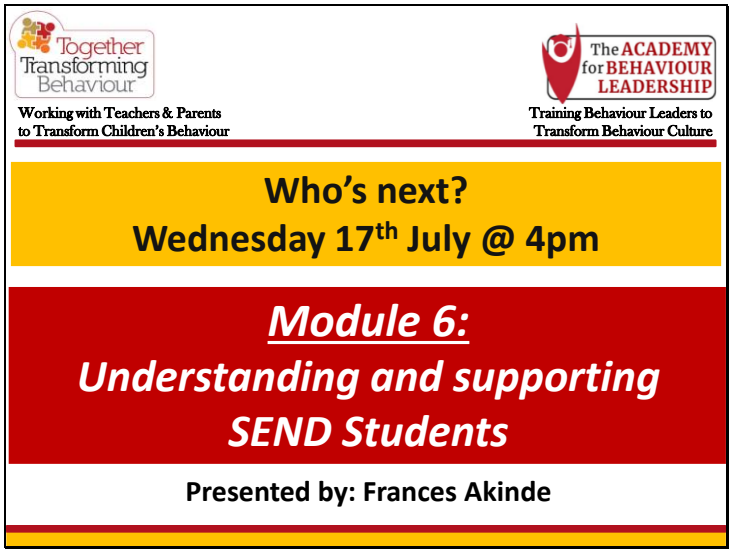
Together Transforming Behaviour
Working with Teachers & Parents to Transform Children's Behaviour
The ACADEMY for BEHAVIOUR LEADERSHIP
Training Behaviour Leaders to Transform Behaviour Culture
Who's next?
Wednesday 17th July @ 4pm
Module 6:
Understanding and supporting SEND Students
Presented by: Frances Akinde