



Emotional Regulation the PARENT PACK

age 6 - 11 years

The Contented Child
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An Introduction to Emotional Regulation

Emotional regulation is the ability to understand and manage your feelings in a healthy and appropriate way. It's like having a 'volume control' for your emotions that allows you to turn them up or down depending on the situation.

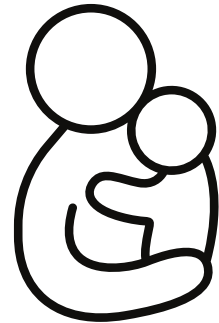
Just like how we use rules to regulate our behaviour, emotional regulation is like having rules for how we handle our emotions. It means being aware of how we feel, and then making choices about how to express and deal with those feelings.

For example, let's say you're feeling very angry. Emotional regulation helps you decide whether it's okay to express that anger in a calm and respectful way, or if it's better to take a deep breath and find a different way to deal with it. It's about finding the right balance and responding in a way that is helpful for you and others around you.

Developing emotional regulation skills takes time and practice. It's important to remember that it's okay to feel all sorts of emotions, but it's how we choose to handle and express them that can make a big difference in our relationships and overall well-being.

So, by learning to regulate your emotions, you can become more in control of how you respond to different situations, make better decisions, and have healthier relationships with others.

Co-Regulation

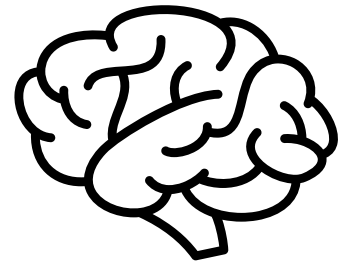


At its simplest, co-regulation is when an adult helps a child self-soothe in times of stress. It's a building block for self-regulation, and a big step in learning how to handle our own feelings, which is why it is so important to start co-regulation in early childhood.

To look at it more in terms of child development, co-regulating is about sharing space with a child as they move from a dysregulated state to a regulated state. A regulated state, also known as "emotional regulation," is having the right energy or stimulus level for a given situation.

When children struggle with this, it's likely because their stimulus level does not fit the situation. This shows up in symptoms of emotional distress, and often shows up as fight, flight, freeze or fawn.

The Brain and Emotional Regulation



The brain plays a crucial role in managing emotions and the survival instinct.

The brain is responsible for processing and interpreting emotions, as well as triggering the survival instinct. Emotions are complex psychological and physiological states that arise in response to our surroundings, experiences, and internal thoughts. They play a significant role in guiding our behaviour and decision-making.

The brain's limbic system, particularly the amygdala and the hippocampus, is heavily involved in processing and regulating emotions. The amygdala, for instance, is central to the brain's threat detection system and is responsible for triggering the 'fight or flight' response when we perceive danger. This survival instinct is hardwired into our brains and is essential for our survival in threatening situations.

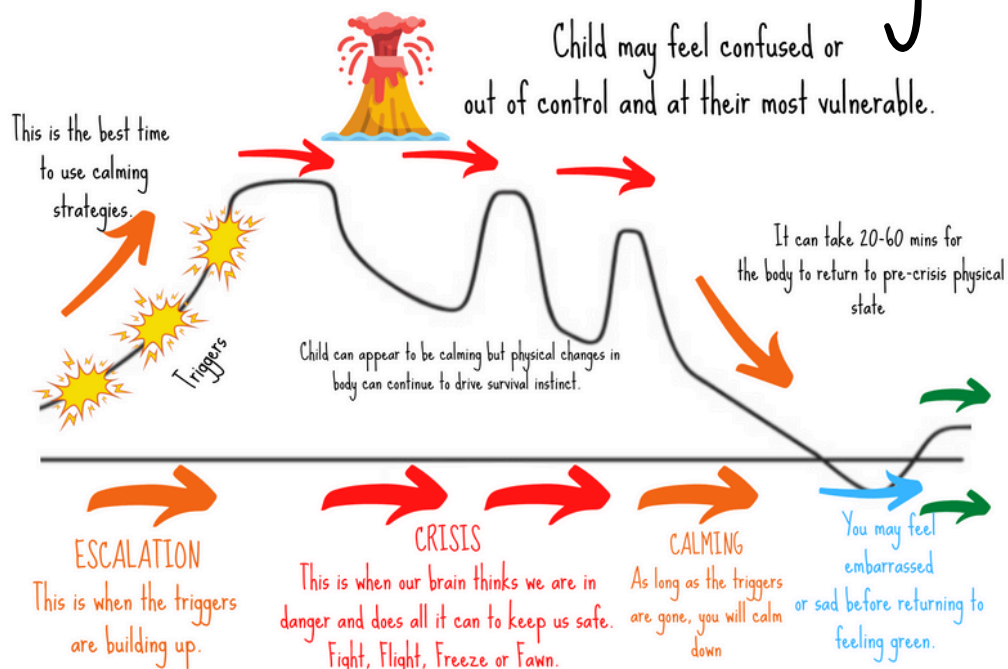
Additionally, the prefrontal cortex, the part of the brain located just behind the forehead, also plays a crucial role in emotional regulation and decision-making. It helps us to assess and interpret situations, control impulsive behaviour, and make rational choices, even in the face of strong emotions. In children this part of the brain is still developing up to 25 years old, hence why children can be easily overwhelmed by emotional situations and events.

Furthermore, the brain's neurotransmitters, such as dopamine, serotonin, and norepinephrine, also play a significant role in regulating emotions and the survival instinct. These chemical messengers help relay signals between the brain's neurons, influencing our mood, motivation, and responses to stress.

In summary, the brain's intricate network of regions, neurotransmitters, and pathways work together to manage emotions and the survival instinct. It allows us to navigate the complexities of our emotional lives while ensuring our ability to respond effectively to potential threats in our environment.

Research has found that adults and children's brains work differently. Adults think with the pre-frontal cortex, the brain's rational part. This responds with good judgement, self-awareness, empathy and an awareness of consequences. Children process information with the amygdala, the emotional part. That is why when children experience overwhelming emotional input, they cannot explain later what they were thinking, they weren't thinking - they were feeling.

The Emotional Overwhelm Cycle



The overwhelm cycle in children refers to the pattern of emotions, thoughts, and behaviors that occur when a child experiences emotional overwhelm. It typically involves several stages:

Trigger - Something happens that upsets or frustrates the child. This can be an internal or external event, such as a disagreement with a peer, feeling overwhelmed with schoolwork, or being told "no" by a caregiver.

Emotional response - The child experiences a surge of emotions. They may feel a range of emotions, including frustration, irritation, or even rage. This emotional response is often immediate and intense.

Physiological changes - The amygdala triggers various physiological changes in the child's body, it is flooded with cortisol and adrenalin, increased heart rate, elevated blood pressure, and tense muscles. These physical reactions are part of the body's automatic stress response.

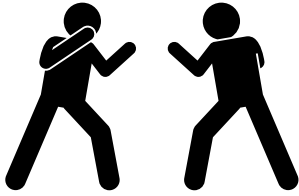
Cognitive processes - The child's thoughts and beliefs play a significant role in the overwhelm cycle. They may interpret the triggering event in a negative way, leading to a more intense response. Thoughts like "It's not fair!" or "I can't stand this!" can further fuel their anger.

Behavioural response - The child expresses their overwhelm through actions. This can involve verbal aggression (shouting, name-calling), physical aggression (hitting, kicking), or nonviolent behaviors (withdrawing, sulking). The behavioural response can vary based on the child's temperament, age, and learned coping mechanisms.

Calming down - Over time, the child's overwhelm begins to subside. This can happen naturally or through the use of coping strategies taught by caregivers or learned through experience. Techniques like deep breathing, positive self-talk, or engaging in a calming activity can help them regulate their emotions and return to a more balanced state.

It's important to note that not all children experience the overwhelm cycle in the same way. Some may have difficulty recognizing and regulating their emotions, while others may have learned more effective coping mechanisms. Understanding and supporting children through the cycle can help them develop healthier ways of managing their emotions.

The Survival Instinct



Fight

The survival instinct is a natural and instinctual response that humans have developed over time. It is closely tied to our emotions. When we experience certain emotions, such as fear or threat, our survival instinct kicks in to help us navigate and respond to potentially dangerous situations.



Flight

For example, if we feel fear, our body goes into a heightened state of alertness. Our heart rate might increase, our muscles tense up, and our senses become more acute. This physiological response prepares us to either confront the threat or to flee from it, which is commonly known as the fight-or-flight response.



Freeze

The survival instinct is deeply ingrained in our biology and has helped humans adapt and survive in challenging environments throughout history. It is a protective mechanism that helps us react quickly and effectively in dangerous or life-threatening situations.

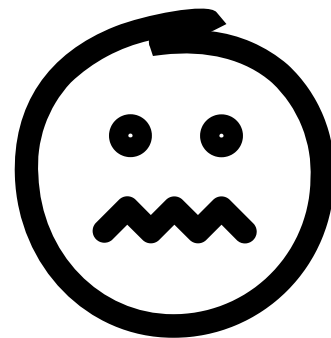
It is not unusual for children to show different responses dependent on the environment, for example, a child may freeze or fawn in school but then show fight at home.



Fawn

In summary, the survival instinct is our body's response to emotions like fear, helping us to prepare and react appropriately when faced with potential threats or dangers. It is a vital part of our survival as human beings. It is important that we remember that for our young people it is linked to their perception of the situation - even if we cannot understand it ourselves.

Managing Meltdowns



A meltdown in children refers to an intense, overwhelming, and usually uncontrollable emotional outburst. It often occurs when a child is unable to cope with or regulate their emotions, resulting in an intense display of frustration, anger, or distress. Meltdowns can manifest in various ways, including crying, screaming, kicking, hitting, or even withdrawing completely. They can be triggered by a range of factors such as sensory overload, fatigue, frustration, hunger, or difficulty communicating needs or wants. It's important to approach meltdowns with empathy and understanding, focusing on providing a safe and supportive environment for the child to calm down and regain control. When managing a meltdown in children, it's important to respond with empathy, support, and patience. Here are some strategies that can help

Stay calm - It is crucial to remain calm yourself, as your reaction can influence the child's emotional state. Speak in a gentle tone and maintain a composed presence.

Ensure safety - If the child is in immediate danger, assess the situation and take any necessary steps to ensure their safety. This may involve moving the child to a quieter or less stimulating environment.

Provide a quiet space - Offer a quiet and safe place where the child can calm down. This might be a designated area in the home or a familiar place where the child feels secure.

Allow for self-regulation - Encourage the child to use calming techniques that work for them, such as deep breathing or counting. Offer sensory items like a soft blanket or stuffed toy, which may provide comfort.

Offer reassurance - Let the child know that you are there to support them and that their feelings are valid. Use soothing and validating words to help them feel understood.

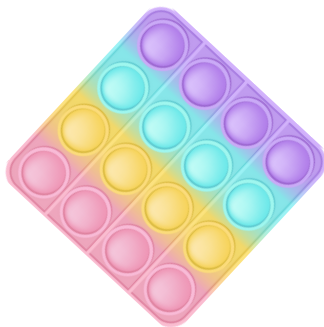
Minimise stimulation - Reduce unnecessary sensory input, such as bright lights or loud noises, which can overwhelm the child further.

Use visual supports - Visual aids like a visual schedule or social stories can help children with communication difficulties understand and anticipate events or expectations, reducing frustration and meltdowns.

Teach coping skills - During calm moments, teach the child age-appropriate coping skills, such as deep breathing, identifying emotions, or using positive self-talk.

Remember that each child is unique, and what works for one may not work for another. It is essential to understand and respect the individual needs and preferences of your child.

Creating a Calm Space



Creating a calming space for a child can provide a safe and soothing environment for them to regain control during a meltdown or when feeling overwhelmed. Here are some steps to consider when setting up a calming space:

Choose a quiet area - Identify a quiet area in your home where the child can retreat to. A pop up tent can be utilised when the child needs an adult near. It should be away from distractions, noise, and excessive activity.

Consider sensory elements - Pay attention to sensory experiences in the space. Add items that engage the child's senses in a calming way. For example, soft lighting, diffused essential oils with soothing scents, or gentle background music can create a more serene atmosphere.

Comforting textures - Incorporate soft, comforting textures in the space. This might include a cozy rug, plush pillows, or a weighted blanket, which can have a calming effect.

Sensory tools - Provide sensory tools that the child finds helpful. These may include stress balls, fidget toys, ooze timers, textured objects, or chewable items, depending on the child's preferences and sensory needs.

Visual aids - Hang up visual aids that can help the child relax and refocus. This could be calming images, a visual timetable, or positive affirmations.

Organise and declutter - Keep the space organized and clutter-free to create a visually calming environment. Minimise distractions and create a sense of order.

Personalise the space - Involve the child in personalizing their calming space. Let them choose items for example, a favourite soft toy, colours, or decorations that they find comforting.

Establish rules and boundaries - Clearly communicate any rules or boundaries associated with the calming space. Make sure the child understands that it is a safe and quiet area meant for relaxation and emotional regulation.

Remember, a calming space should be tailored to the specific needs and preferences of the child. Regularly check in with the child regarding what is soothing and adjust the space accordingly.

Reflection Upon an Incident

Reflection is a key component of emotional intelligence. The act of reflecting helps children to understand themselves better, enables them to reconcile their weaknesses and strengths and build empathy.

It is important to support children in building strong reflection skills. This helps children to establish a strong sense of self and an understanding of who they are.

The process of reflection allows children to contemplate their actions and develop healthier choices moving forward. A reflection tool is in Parents Tools.

Process

Reflecting upon an incident in a child-friendly manner can help children process their thoughts and emotions. A calm, child-friendly reflection would -

Set the Stage

Find a quiet and comfortable space where you and the child can sit and talk without distractions.

Tell the Story

Ask the child to share their version of what happened. Let them recount the incident in their own words, and listen attentively without interrupting.

Emotions Check

Ask the child how the incident made them feel. Use simple words like happy, sad, scared, or mad to help them express their emotions.

Perspective-taking

Help the child understand that everyone sees things differently. Discuss how other people involved in the incident might have felt or what they might have been thinking.

Brainstorm Solutions

Encourage the child to think about what they could have done differently or how the situation could have been handled better. Brainstorm together about positive ways to deal with similar situations in the future.

Positive Takeaways

Guide the child to think about any positive outcomes or lessons learned from the incident. Emphasize that making mistakes is a part of learning and growing.

Expressing Feelings

Encourage the child to express their feelings through drawing, writing, or talking about the incident. This can help them process their emotions and gain a sense of closure.

Reassurance

Let the child know that it's okay to feel the way they do and that you are there to support them. Offer words of encouragement and reassurance.

Closure

End the reflection session on a positive note, reminding the child that they can always talk to you about their feelings and experiences.

Remember to keep the conversation age-appropriate and be patient as the child processes their thoughts and feelings. This reflection activity can help children develop emotional intelligence and problem-solving skills while fostering open communication.

The Science of...

Resources can be found under Parent Tools

deep breathing

Did you know that normal breathing uses only 10% of your lungs capacity?

Breathing in through your nose increases oxygen uptake to the lungs by warming the cold air which increases the lungs elasticity.

When you take a slow and controlled deep breath in, your heart rate quickens slightly. as you exhale, your heart rate slows down. Repeating deep breaths will bring your heart rate in sync with your breaths. This leads your brain to release endorphins, which are chemicals which have a natural calming effect. This will relieve anxiety and support the immune system.

three good things

It is important that our brain looks out for dangerous things happening to us. Remembering bad things that have happened and thinking about bad things that could happen helps us to learn how to make good choices.

BUT we can easily get into the habit of focusing on negative thoughts about ourselves, our family, other people, what is happening in the world or things we have to do.

The trouble is, the more we think about negative thoughts, the more connections are made in our brain which means our brain looks for danger even more!

This can make us feel worried or anxious and like any habit, it can feel just part of who we are and we think we can't change it... BUT WE CAN!

Recent neuroscience research has found that by finding three positives a day and thinking about how it made us feel, we can rewire our brain to focus on the positive things in life after just 21 days.

REMEMBER it can be something as small as a friend smiling at you or something bigger like going to a party.

Don't worry if you find it tricky at first - it will get easier!

THE INTERVENTION

The following pages comprise of the intervention tools.

This would usually be run over 6 weeks, for 45 minutes (which includes a 10 minute game at the end).

Ideally you would sit with your child uninterrupted (if you can) and you can work through the activities as best suits you and your family but in the order suggested.

Calming strategies are usually introduced on a weekly basis to be embedded in the course of the week.

Three Good Things is also a weekly task and I recommend this is completed, especially for tackling low self-esteem and negative mindset.

Instructions are given on each activity.

Adults should scribe unless the child wishes to do so.

Child should lead in the activity, adults should only input when the child is uncertain of answers.

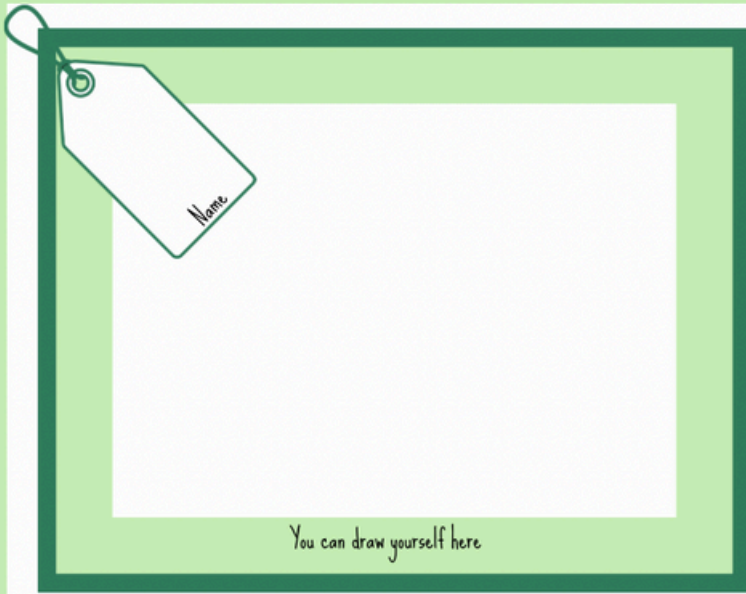
Adult should be non-judgemental and sessions nurturing.

Resources in the tools section can be used as visual reminders - a keyring or larger visual prompt.

Ideally a quiet area would be agreed upon for child to exit for calming time.

This intervention could be complimented by a social script which would be dependent on need - When I Feel Worried, When I Feel Angry, Kind Hands and Feet and When It is Tricky After School. Available in the Resource Store.

Any queries can be forwarded to niki@thecontentedchild.co.uk.



My family...

I like...



I am good at...
If this is difficult, have a think about what your teacher or adults at home might say.

What I find tricky... This can be at home, or at school



My triggers are...

Triggers are things that happen that make you feel worried, or maybe frustrated or angry. When you feel triggered it can be hard to stay calm.

How I calm down...

At the moment you may find it hard to calm down, don't worry there will be lots of ideas coming up!

MY TARGETS

A target is a goal you are aiming for, it may be something you would like to get better at, to learn, to change or to carry on doing well.

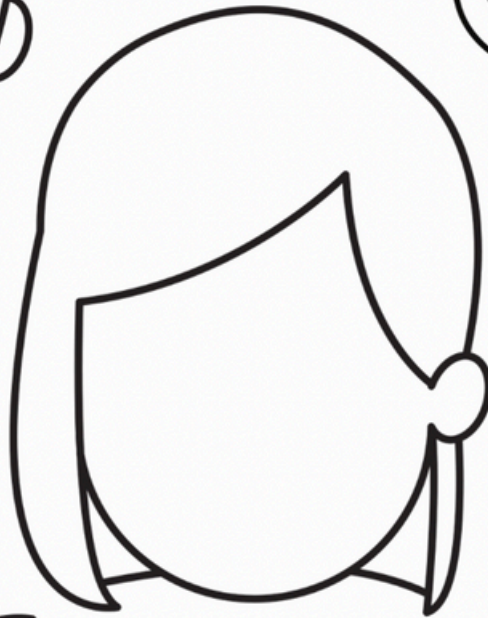
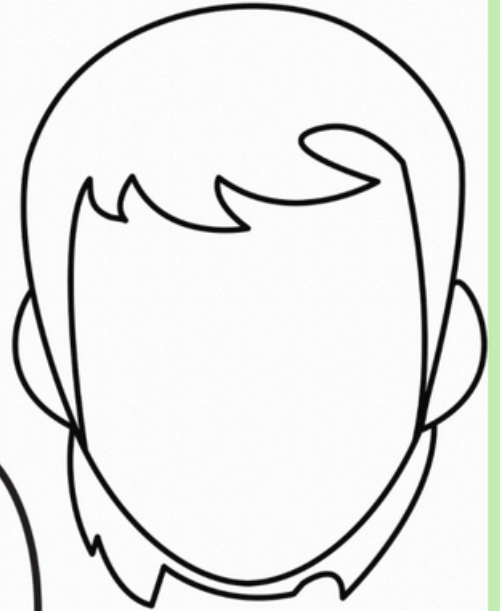
It may be to understand or manage your emotions, to be able to calm down, or to be able to ask for help. Your adult can help you with this. You don't have to do 5 - you may only have 2 or 3.



It is a good idea to keep coming back to your targets and to think about how you think you are doing!

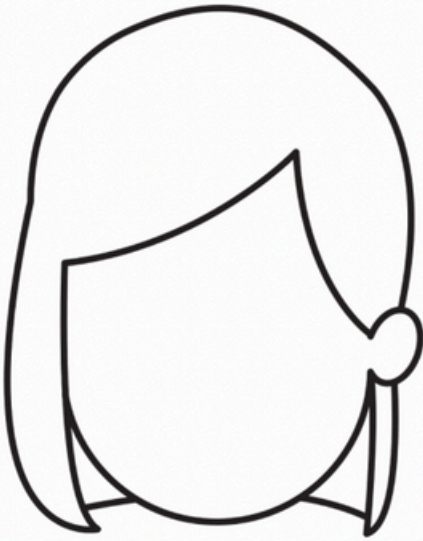
What are Emotions?

Emotions are feelings that come from our brain.
When your brain sends you a feeling, it helps you to know what to do.



Draw some emotions. You can always look in a mirror to see how your face looks.

I would feel...



sad when...

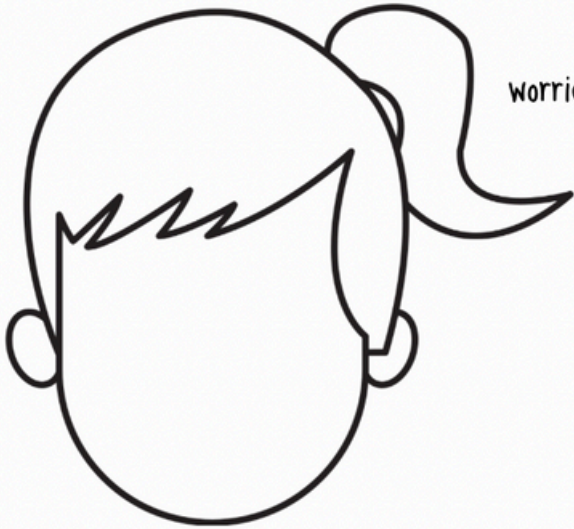


happy when...

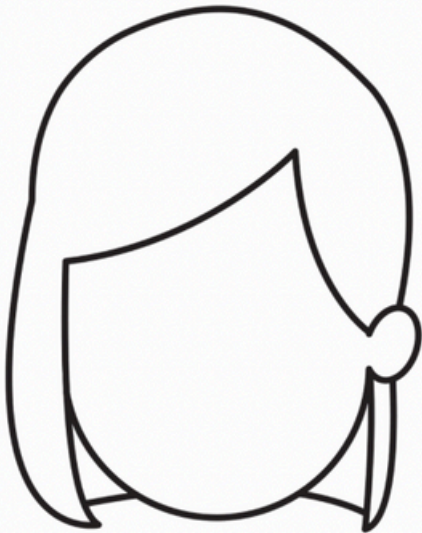


angry when...

I would feel...



worried when...

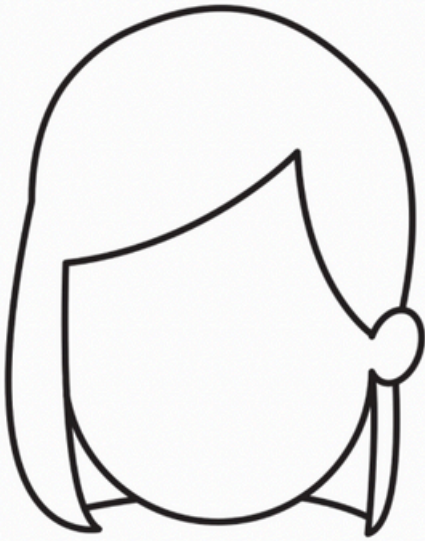


calm when...

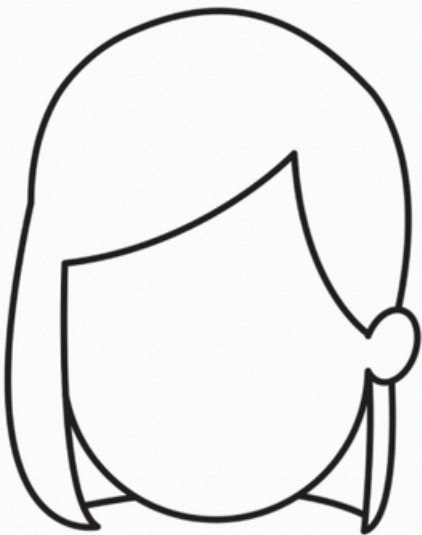


excited when...

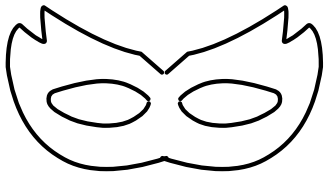
I would feel...



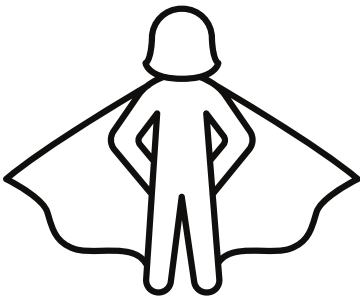
I would feel...



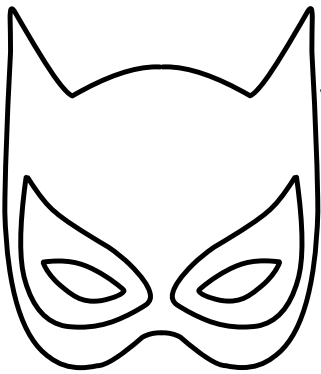
How Your Brain Keeps You Safe



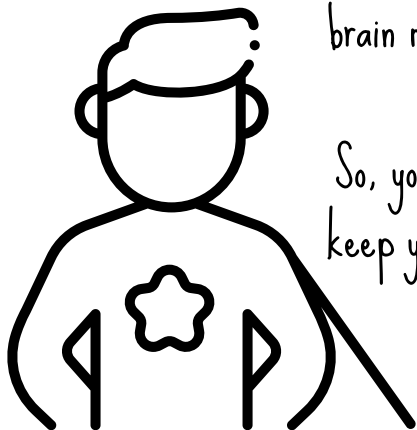
Imagine your brain as a super-smart computer that helps you understand and react to the world around you. One important job of your brain is to help you feel and understand emotions, like happiness, sadness, excitement, and fear.



When something happens, like seeing a cute puppy or hearing a loud sound, your brain quickly figures out how you should feel about it. This happens in a special part of your brain called the amygdala, which helps you recognize and react to emotions. For example, if you see a puppy, your brain might make you feel happy and excited, and if you hear a loud sound, your brain might make you feel scared.



Your brain also has another important job related to survival. It helps you stay safe by making sure you know what to do in dangerous situations. This is called the survival instinct, it is also known as Fight, Flight, Freeze or Fawn. For example, if you see a big dog barking loudly, your brain might make you feel scared and tell you to move away to stay safe.



So, your brain helps you understand and feel emotions, and it also helps keep you safe by making you aware of potential dangers. It's like having a superhero in your head, always looking out for you!

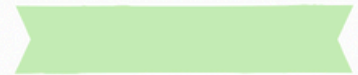
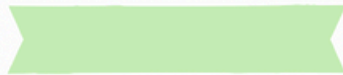
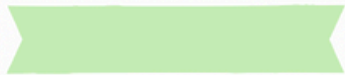
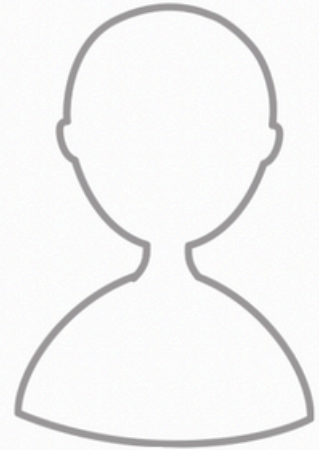
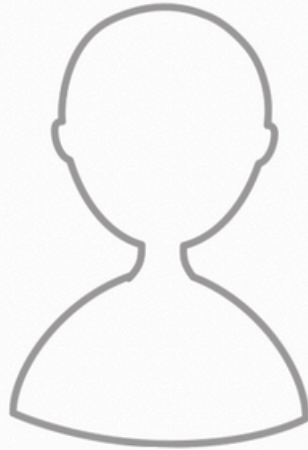
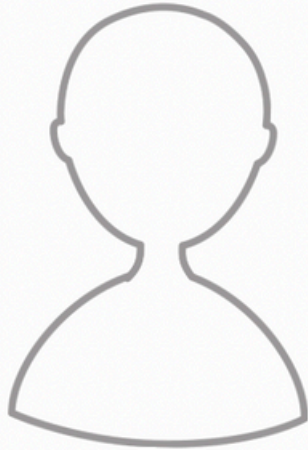
What are your triggers?



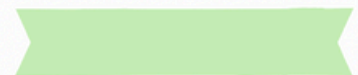
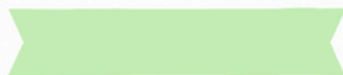
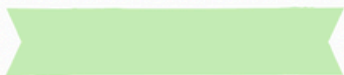
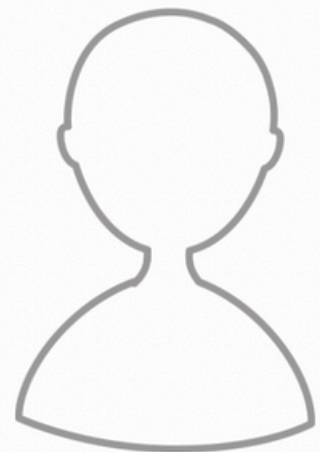
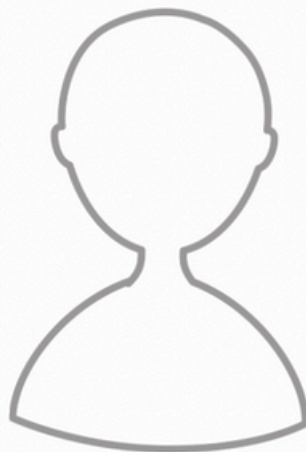
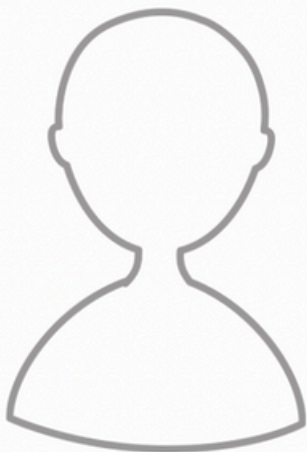
Triggers are things that can make you feel upset, scared, or worried. They can be different for every person but may include loud noises, lots of people, certain smells, or things they find uncomfortable. Triggers are things we need to be careful about because they can cause strong feelings or reactions in you.

Who Can I Ask for Help?

AT SCHOOL



AT HOME



It is important that you know that it is ok to ask for help. Adults at home and school can help you if you ask. Remember you are a child and you are still learning. You will need an adult to help you sometimes

The Contented Child

How adults at HOME can help me?



How adults at SCHOOL can help me?



What is Your Response?

Fight, Flight, Freeze or Fawn?

Clench fists

Heart beating fast

Arguing

Saying no

Grinding teeth or jaw

Want to kick or punch

Shouting

Want to hide

Want to run away

Restless legs

Shallow breathing

Feel tense

Feel trapped

Eyes widen

Want to hide

Feel 'stuck'

Heart pounds or slows

Trembling or shaky

Can't speak

Refuse instructions

Want to be alone

Want to please people

Pay compliments

Say 'yes' to others

Have lots of questions

Over-apologise

Don't want to be alone

Scared to say what I am thinking

Fight



Flight



Freeze



Fawn



When my brain thinks I am not safe..

Oxygen is diverted from the brain which will you feel confused.

You may feel dizzy or lightheaded.

Dry mouth or throat.

Your hands may feel cold or sweaty

Heart beats faster to pump your blood around your body

You may breathe quicker

Your muscles may feel tense or stiff

Your digestion shuts down which may feel like you have 'butterflies' in your tummy, that you have tummy ache or need the toilet

Adrenalin is released into your body which can make you fidgety.

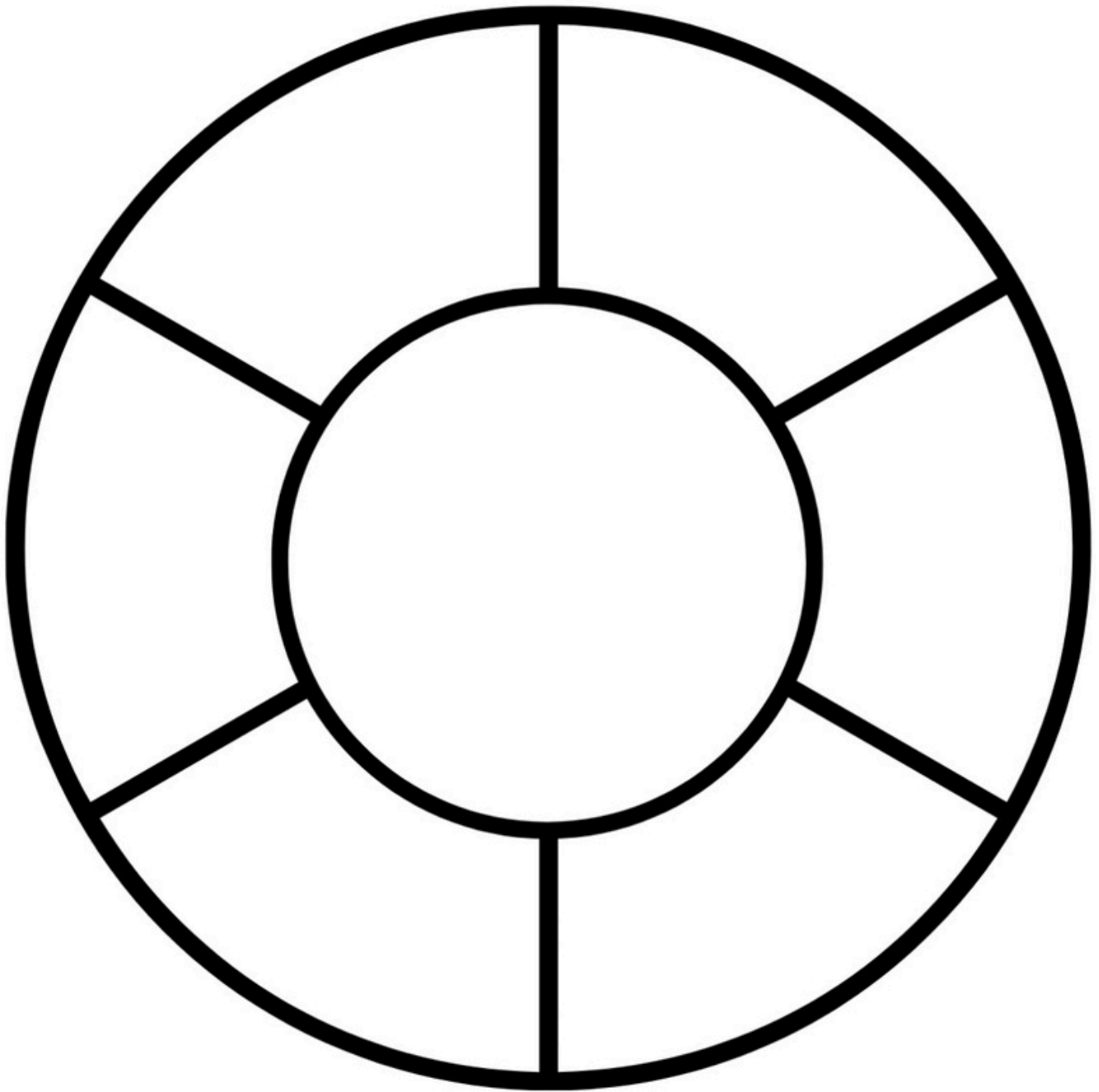
When your amygdala thinks you are in danger it will make changes in your body to keep you safe. You may notice some of these changes. On the next page you can write (or your adult can) the changes that you notice.

MY brain thinks I am not safe when...



When your amygdala thinks you are unsafe it will get your body ready to protect you. You may notice you frown, get extra fidgety, shout, want to run away, punch or kick, your heart beats faster or you may feel hot and sweaty. Fill in the boxes with the physical feelings you get. These feelings are telling you that it is time to use your calming strategies.

I Can Calm Down By...



Write or draw your name in the middle circle. Now you can choose 6 ways to calm down. You may need your adult to do the writing for you. You may want to put this somewhere so you can see it when you need it!

Calming Strategies

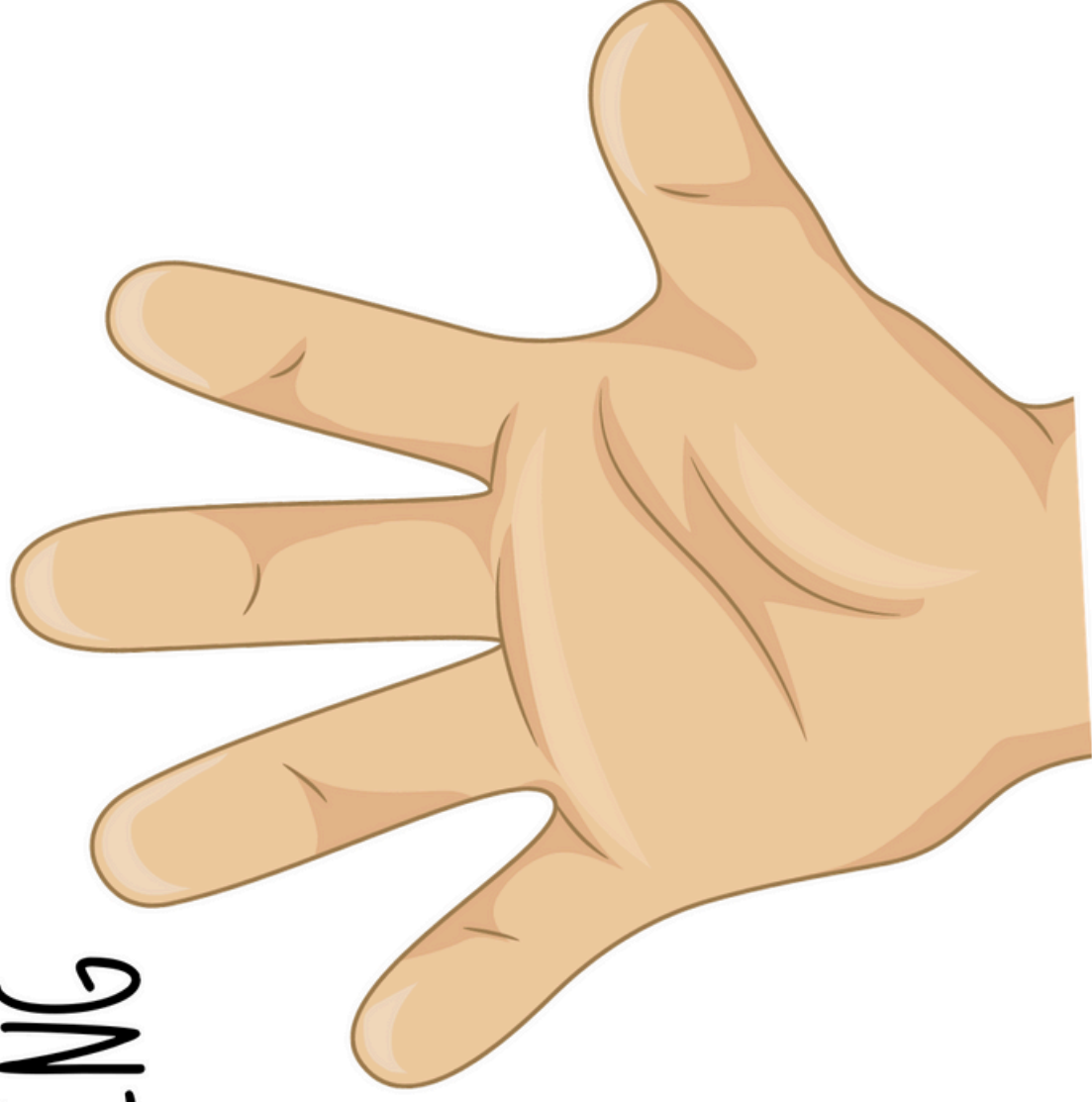
Introduce a new strategy weekly and then practise for that week.

FINGER BREATHING

Three Steps to Feeling Calm

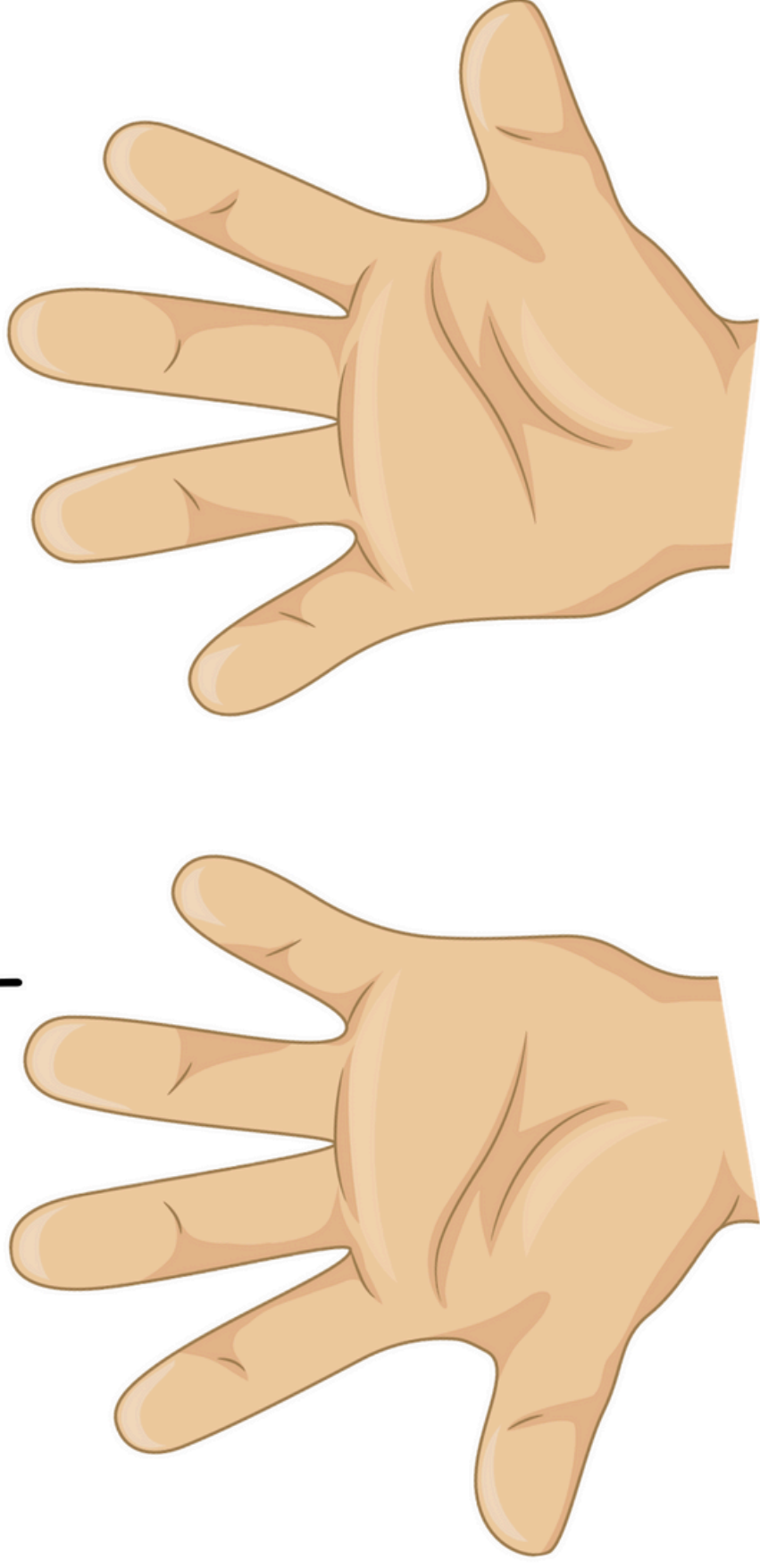
Spread your hand and stretch your fingers out like a star. Pretend the pointer finger of your other hand is a pencil and imagine you are going to trace around the outline of your hand. Place your pointer finger at the bottom of your thumb and breathe in as you slide it up, breathe out as you slide down. Keep going until you have finished tracing all five fingers and you have taken five deep breaths.

How does your body feel now? Do you feel calm or would you like to take another 5 deep breaths?



Draw arrows to show where your pointer finger will trace.

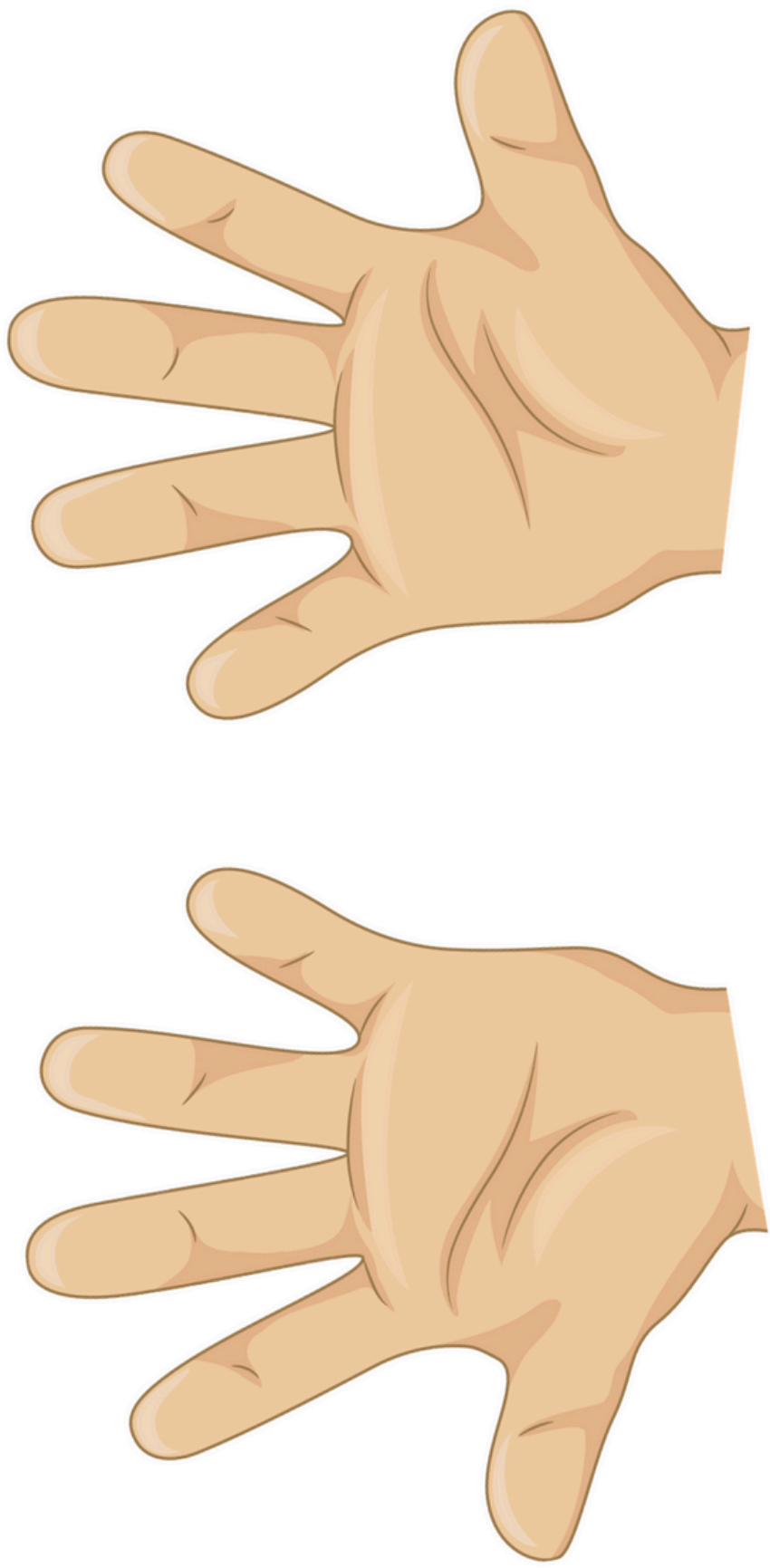
Take 10 Deep Breaths to Calm Down



Take a deep breath in through your nose, hold and then slowly breathe out through your mouth.

Each time you take a breath fold a finger until you have done all 10.

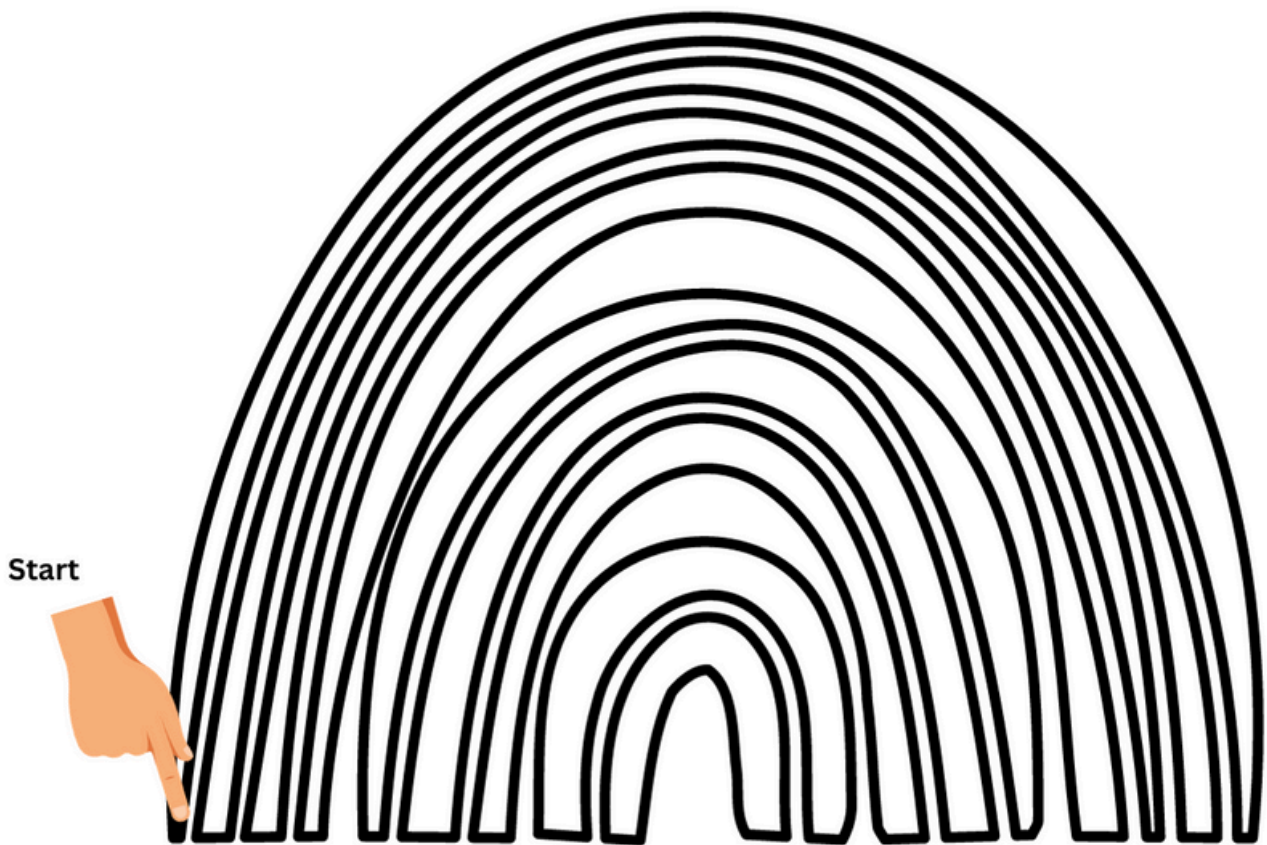
Deep breathing can calm your body and brain.



Cut out the hands. If putting on the 'hands' page glue the palm only. Ask the child to number fingers 1-10. Demonstrate to the child breathing in through the nose, hold and then blow out slowly and controlled.

Rainbow Breathing

Colour in your rainbow.



Place your finger on a colour at one end of the rainbow. As you move your finger along the colour breathe in deeply through your nose. As you move your finger back to the start breathe out. Then move to the next colour and repeat. Keep your breaths slow and controlled.



I can STOP and THINK
about a good choice.

I can S.T.O.P and THINK



STOP

Take a moment, stop what you are doing.



TAKE A BREATH

Take a breath in through your nose, pause and breath out slowly through your nose and repeat 10 times. Take notice of your breaths.



OBSERVE

Notice what is happening around you. How do you feel? Do you need help? Can you think of a calming strategy?

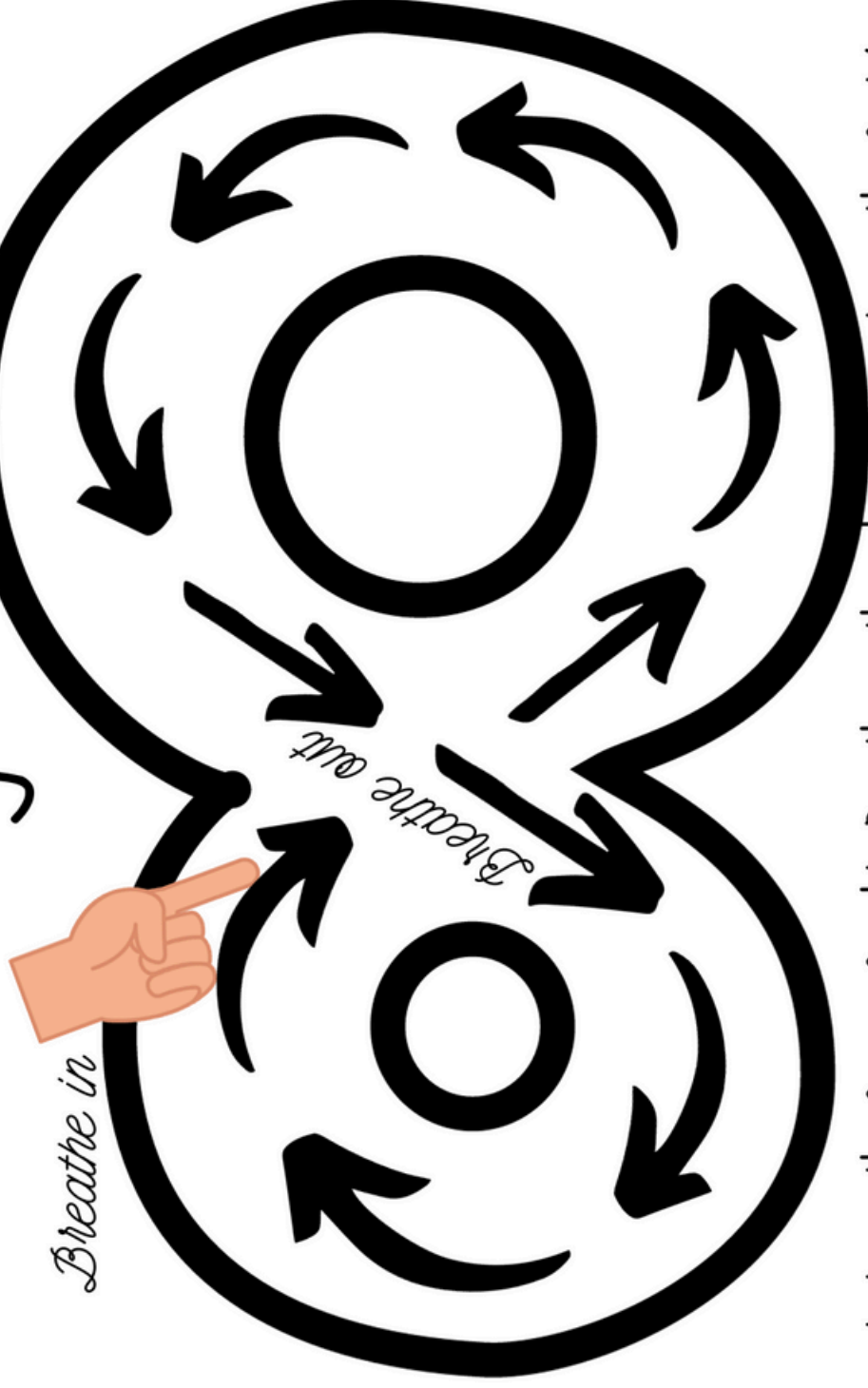


PROCEED

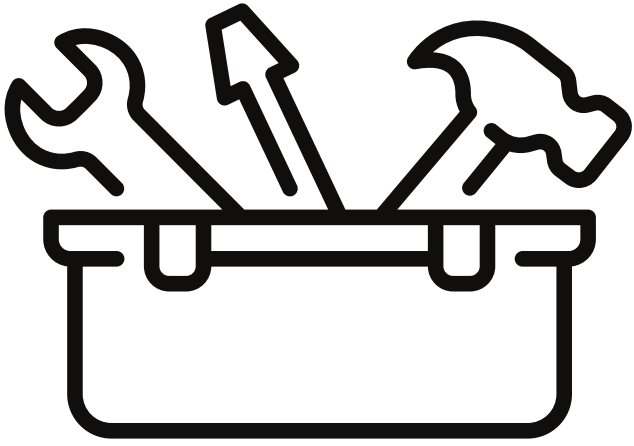
Continue with what you was doing. You have stopped. Now you may feel calmer and ready to make good choices.



Figure of 8 Breathing



Use your finger to trace the figure of eight. Breathe in through your nose trace the first loop, pause and then breathe out for the second loop. Do this for 1/2 minutes or 10 times. You can also draw a figure of 8 in the air with your pointing finger.



TOOLS FOR PARENTS

Includes - 3 good things, reflection tools, emotions resources/flashcards, calming corner resources,
anger rules



Three Good Things a Day

Each day record three positives about your day.



Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Sunday

The 3 Good Things Exercise is specifically designed to highlight the positive in your life. It's simple, easy, and scientifically backed. It can boost your happiness levels. The longer you do the exercise, the more your happiness levels and positivity will rise.

Five Magic Questions

Where were you and what happened?



What were you thinking?



How were you feeling?



Who else did it affect and How do you think they feel?



What can you do now to make it right and make sure it doesn't happen again?



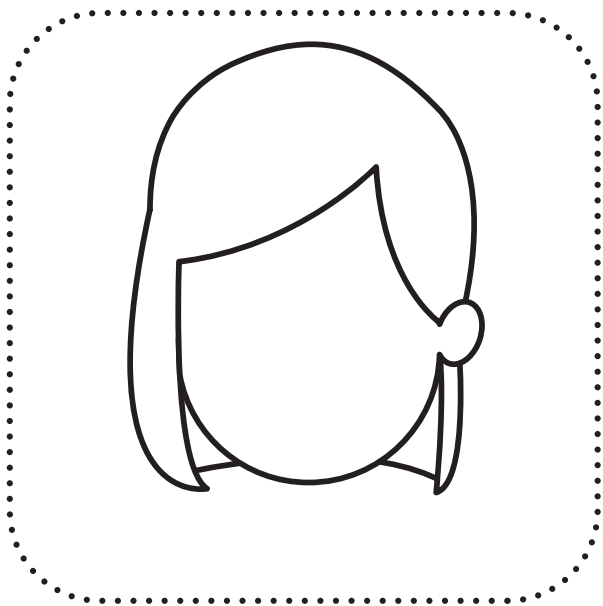
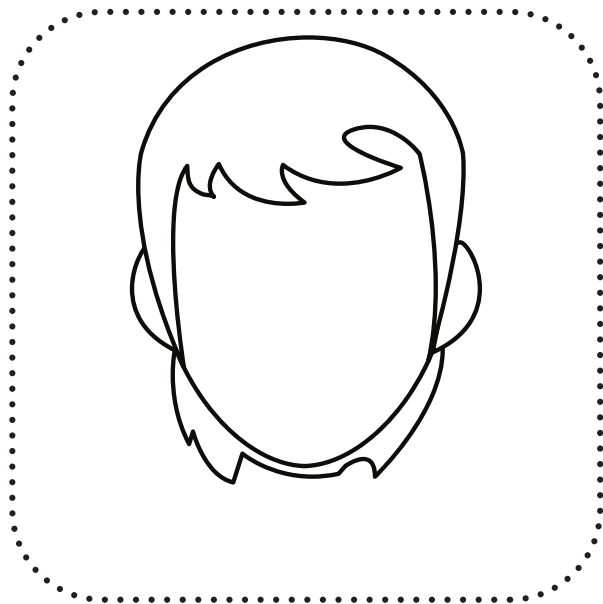
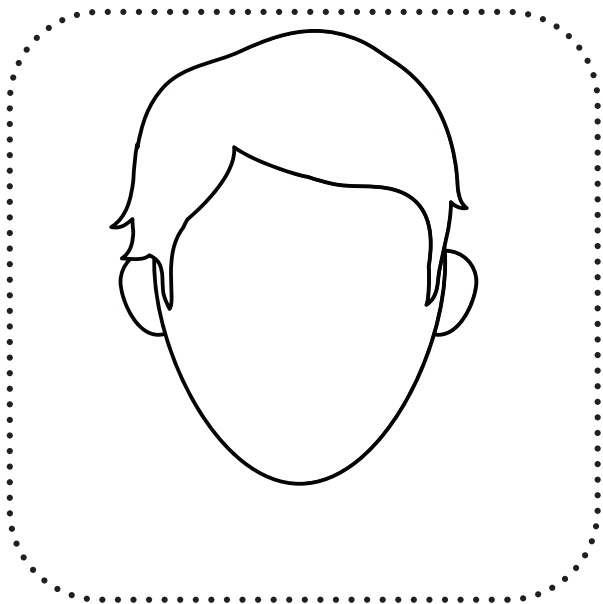
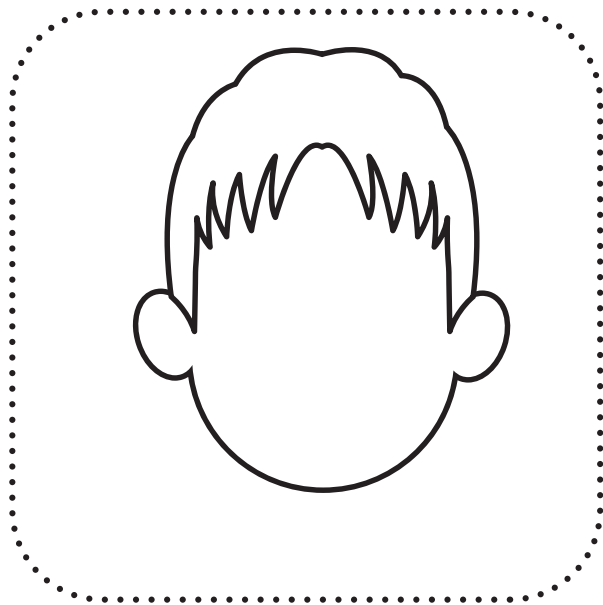
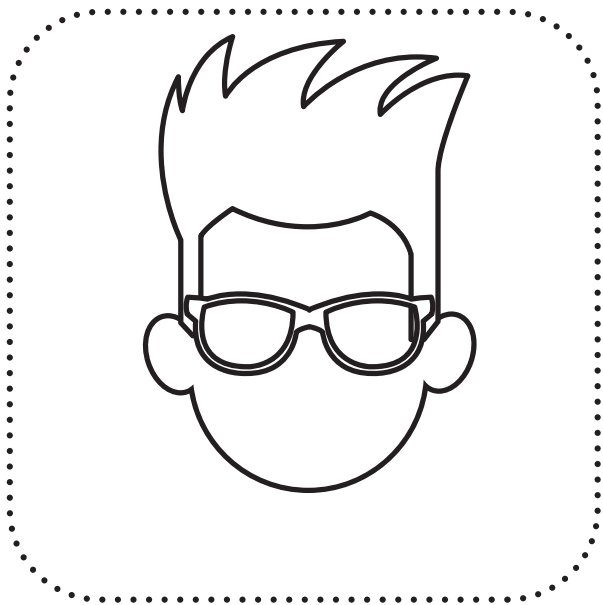
The Anger Rules



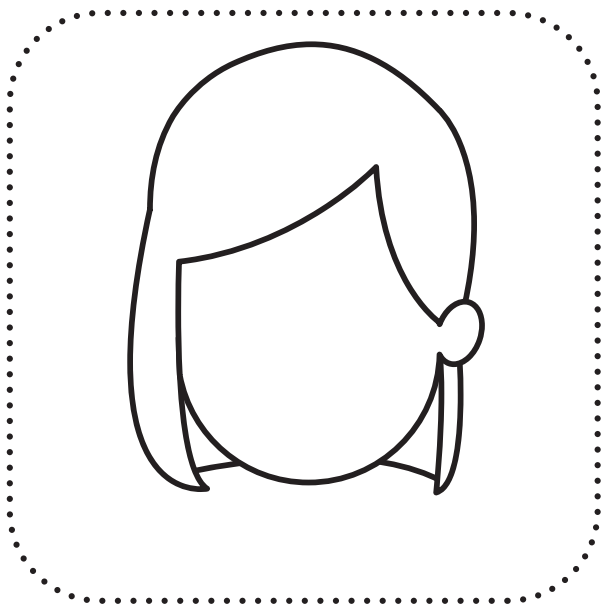
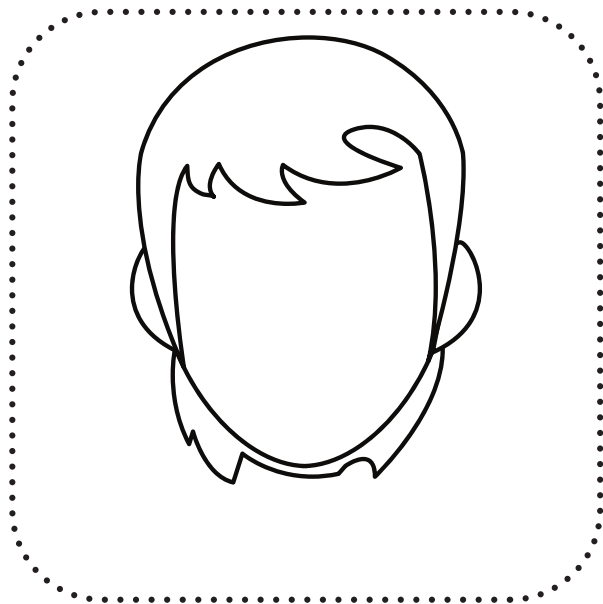
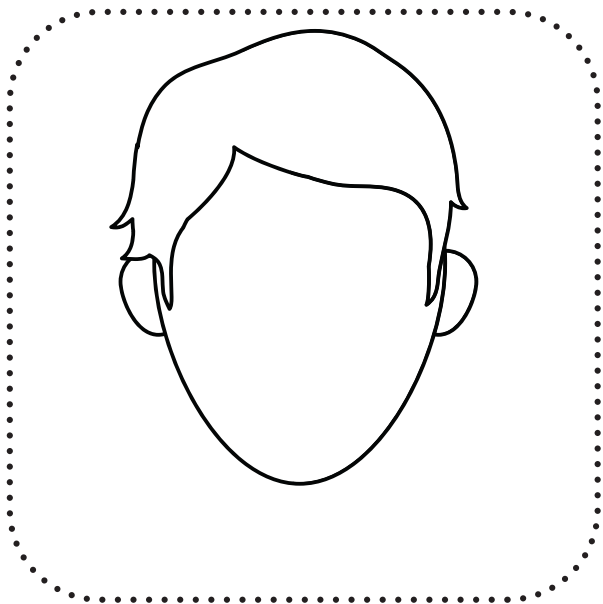
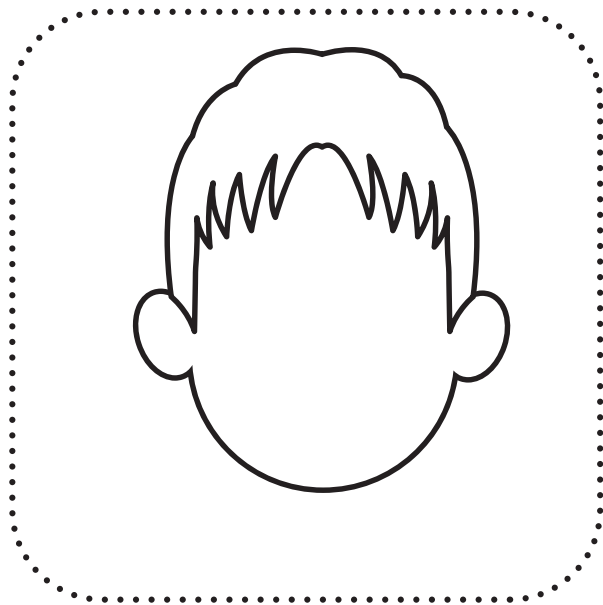
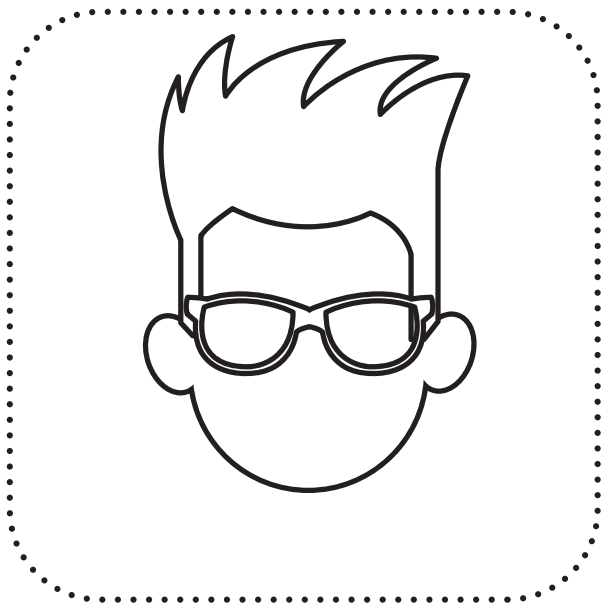
I WILL NOT HURT OTHERS OR MYSELF

I WILL NOT DAMAGE PROPERTY

I WILL TRY TO USE MY CALMING STRATEGIES



Child can draw faces and label emotions to make a visual resource - could be laminated and used in a calm down corner.



Child can draw faces and label emotions to make a visual resource - could be laminated and used in a calm down corner.



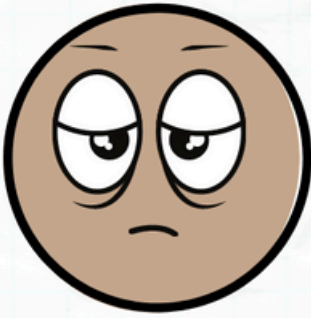
Frustrated



Sad



Confused



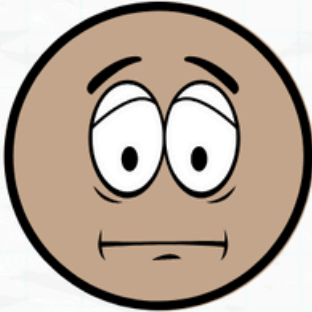
Tired



Surprised



Angry



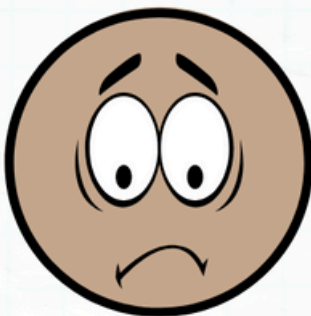
Disappointed



Happy



Calm



Worried



Embarrassed



Excited



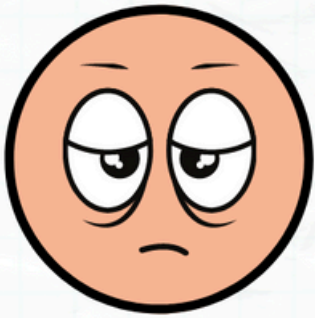
Frustrated



Sad



Confused



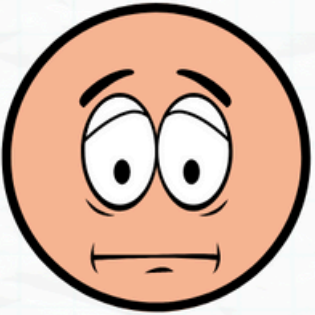
Tired



Surprised



Angry



Disappointed



Happy



Calm



Worried



Embarrassed



Excited



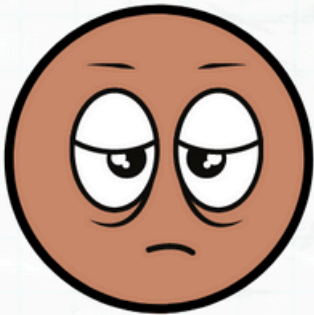
Frustrated



Sad



Confused



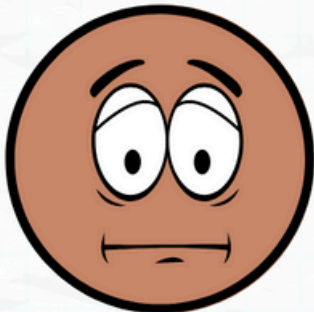
Tired



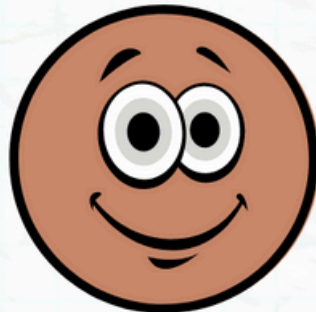
Surprised



Angry



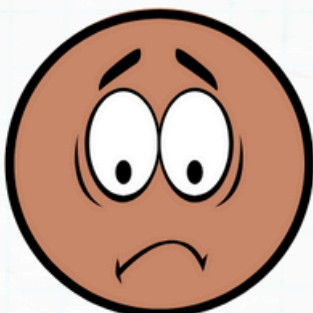
Disappointed



Happy



Calm



Worried



Embarrassed



Excited

My Feelings Chart

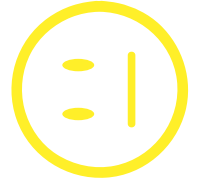
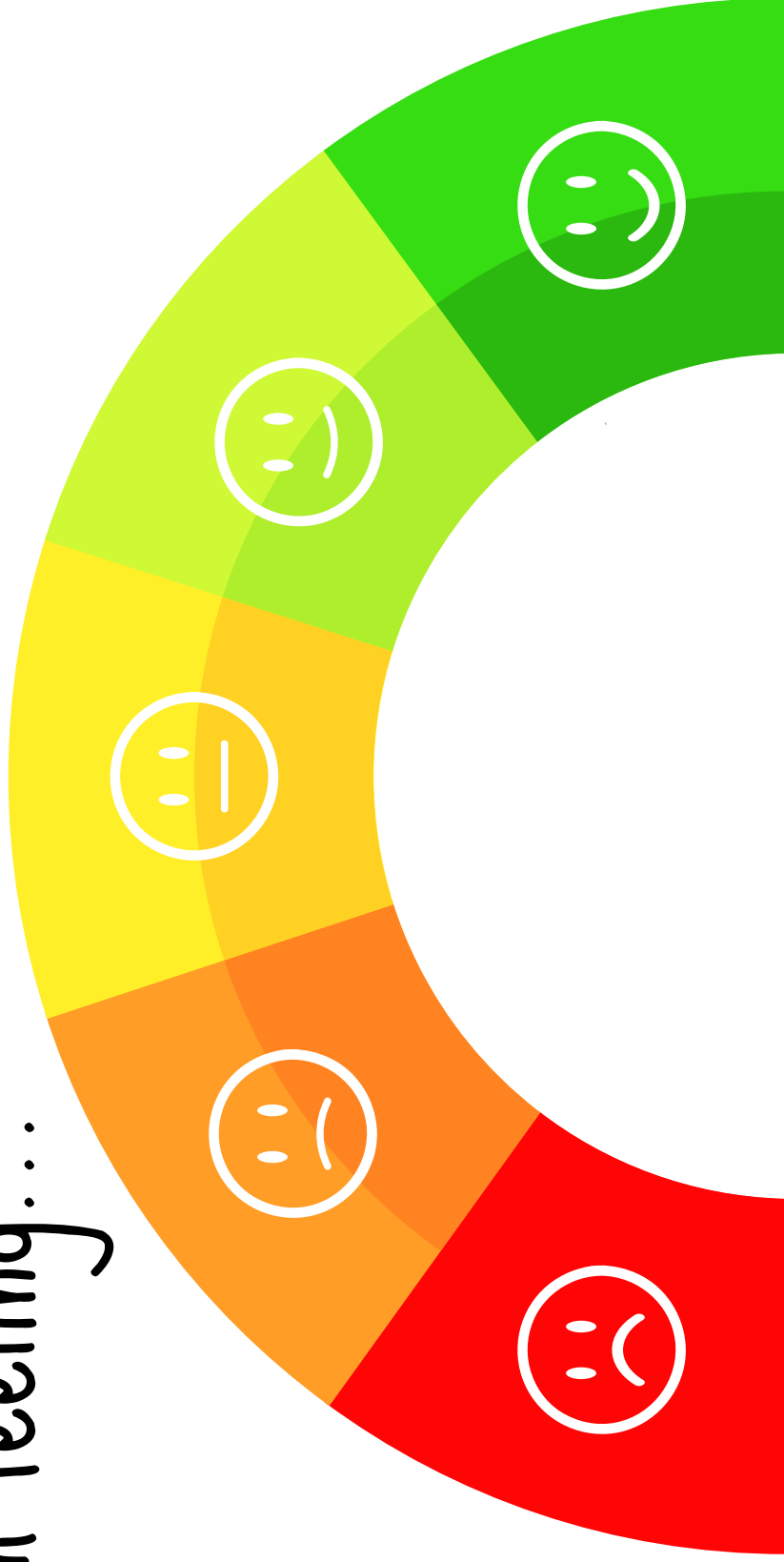


I am feeling...

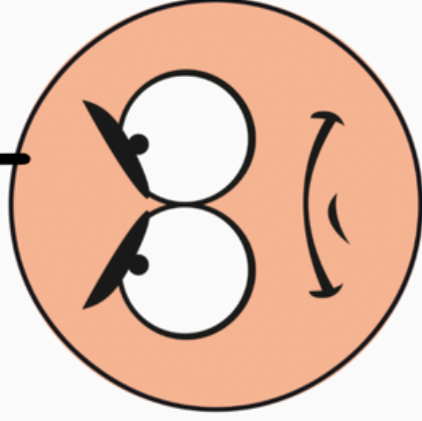


Draw an arrow to where you are feeling...

I am feeling...



When I feel upset, I can...



Four large, light blue rounded rectangular boxes arranged vertically, intended for writing responses to the prompt above.



Count to ten



Ask for help



Have a snack



Heart hug



Walk away



Rainbow
Breathing



Go for a walk



Vagus Nerve Stimulation

By stimulating the vagus nerve, you can send a message to your body that it's time to relax and calm down, which leads to long-term improvements in mood, wellbeing and resilience.

Breathe in through the nose and exhale through the straw. Do not force the breath.

At the end of the exhale cover the tip of the straw with your tongue and inhale through the straw.

Continue this process for 4-5 minutes.

©shutterstock



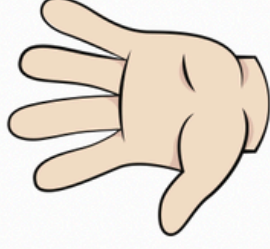
Talk to an adult



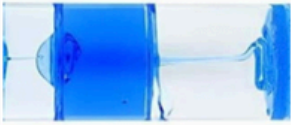
Have a drink



Go to my room



Hand Breathing



Use ooze timer



Deep breaths

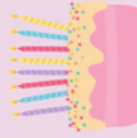


Legs Up Wall Posture

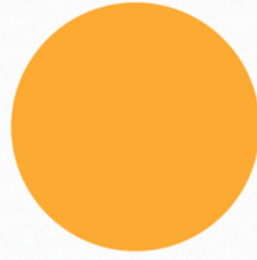
CALMING THE NERVOUS SYSTEM

This powerful and restorative posture
-encourages circulation of blood and lymph
-relaxes the spine
-calms the nervous system
-quiets the mind

Birthday Cake Breathing



Hold up one hand—it's a birthday cake with five candles! Pretend to blow out one of the candles: take a deep breath in and then blow out, curling the finger down as you finish exhaling. Repeat with the other four fingers until you have a flat. Notice how you feel now. Repeat if needed.



I feel amber

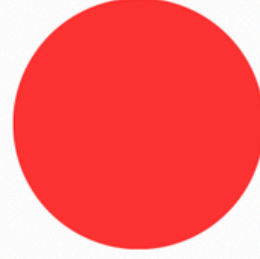


Use My Keyring

Bubble Breathing



A good way to practice deep breathing is to do some bubble blowing, because you have to take a slow, deep breath to make a big bubble, and you have to blow the bubble really slowly or it will pop! Take a slow, deep breath in, hold it for a second, and then slowly blow some bubbles.



I feel red



Do push ups against a wall

5-4-3-2-1 Grounding Exercise



Name 5 things you can SEE

Name 4 things you can TOUCH

Name 3 things you can HEAR

Name 2 things you can SMELL

Name 1 thing you can TASTE

@thecornerstudio

When I feel amber



I can...

Hot Chocolate Breathing



Imagine you have a mug of hot chocolate. You can breathe in through your nose to smell the hot chocolate - count 1 2 3 4 5. You can blow out of your mouth to cool it down - count 1 2 3 4 5. Deep breathing can calm your body and brain.

@thecornerstudio



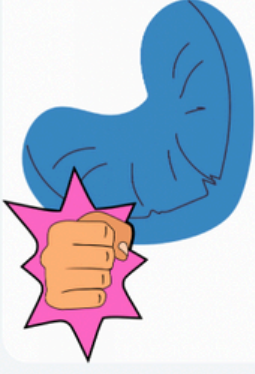
Play football



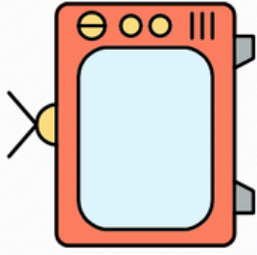
Go to my Calm Place



do star jumps



Punch my beanbag



Watch TV



Have a drink



Blow on Your Thumb



Drawing



kick at goal



Use my fidget



Colouring

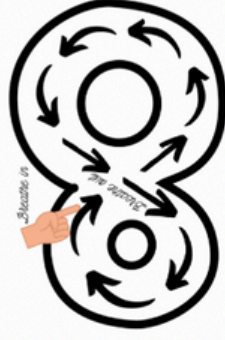


Figure of 8 Breathing

A tight hug



A 20 second hug (60 seconds for boys) releases the hormone oxytocin which helps you to feel safe and calms fears/anxiety. If the young person also counts the seconds then this serves as a distraction.



meditate



The Playdoh Swirl

Make a playdoh swirl by rolling out the dough. Using a table tennis ball and straw, breathe in through your nose and out through the straw. Blow the ball from start to finish. This is called 'therapy work'. The resistance report we use our muscles to roll the dough - this is called 'heavy work'. The resistance report to the muscles calms and regulates the sensory system. The breathing in through the nose and out through the straw stimulates the vagus nerve which sends a message to the body that it is time to relax.



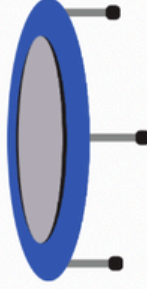
play with
Star Wars lego



“You are safe”



Write my worry
down.



go on the
trampoline



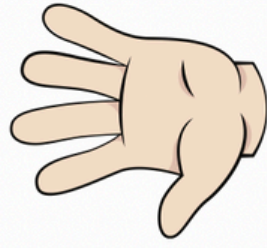
watch YouTube



Talk to someone
about my worry



Ignore



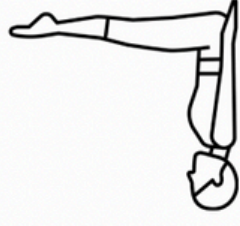
10 Deep Breaths



Punch a
Pillow



Rub Your Ear



Put Your Legs
Up the Wall

