

The Journey to Self-regulation

A.Sidgwick



Self regulation

‘By the self for the self’

Self Regulation is defined as the mental processes we use to control our mind’s functions, states, and inner processes. Or, self-regulation may be defined as control over oneself. It may involve control over our thoughts, emotions, impulses, appetites, or task performance.



Self regulation is a journey not an end point.

We learn self regulation. Changing strategies as we acquire new knowledge and understanding.

Think back to when you were young. Somebody taught you to form words, hold a spoon, walk and talk. Someone was there to lift you up when you were down and to bring you down when you were up.

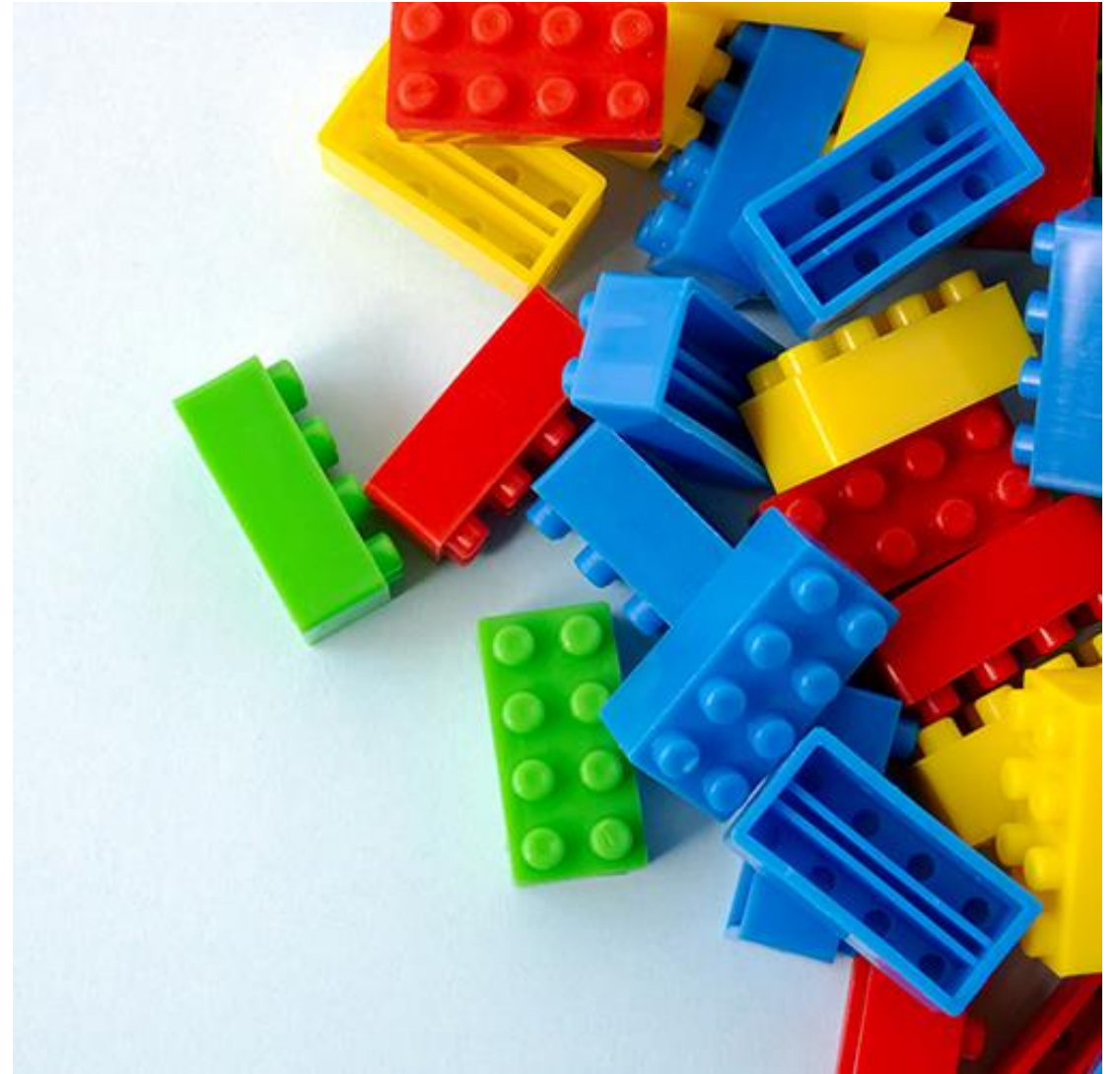
We were Children (some of us still are) and we were raised by those around us.

An African proverb says.. 'It takes a village to raise a child.'

Development of regulation

Developing self-regulation, much like learning is not something children do by themselves.

Before we can start looking at developing self regulation we must first create attuned relationships. Relationships where the caregiver or in my case the school have a sound knowledge and understanding of a child, their experiences and barriers.



- **Self-regulation is about developing ability to regulate emotions, thoughts and behaviour to enable them to act in positive way.**
- Children are not born with the ability to self-regulate. Their rapidly developing brains require teaching and practice to be able to develop their self awareness and regulation strategies. This continues through adolescence and early adulthood.
- Self-regulation grows out of co-regulation, where supporting adults and children work together toward a common goal, it is in this co-regulation, led by trusting adults that children are able to actively use and apply strategies to overcome stress and times of emotional dysregulation. Over time and with repeated consistent practice, the process shifts from co-regulation between adult and child to the child's self-regulation.
- Children's neurological systems are physically changed over time building their capacity for self-regulation.



Internal self state/external self state

Self regulation of ones own
emotional state leads to the ability
to self-control external behaviors
demonstrated.

If the inside is settled then the
outside appears calm



Conscious self-regulation

Do you know what you do?

Self-regulation can also be conscious or non-conscious.

Ask yourself what do you do when you get frustrated, what are the feelings and emotions like? How do they make your body feel and how do you control them?

How do you regulate?

Many of us have been in situations that have caused us anger or upset.

Pairing odd socks always gets me!



Conscious and un-conscious self regulation

- Consciously we may make plans to avoid these incidents in the first place or when they happen we may consciously use strategies such as deep breathing or even using profanity.
- Or, we might un-consciously regulate ourselves by focusing on other things that make us less anxious or things we prefer to think about.
- Think about the strategies you use, are they conscious or un-conscious choices?
- Do you have an order of strategies you use?
- Are they always successful?
- What happens when they don't work?



Strategies

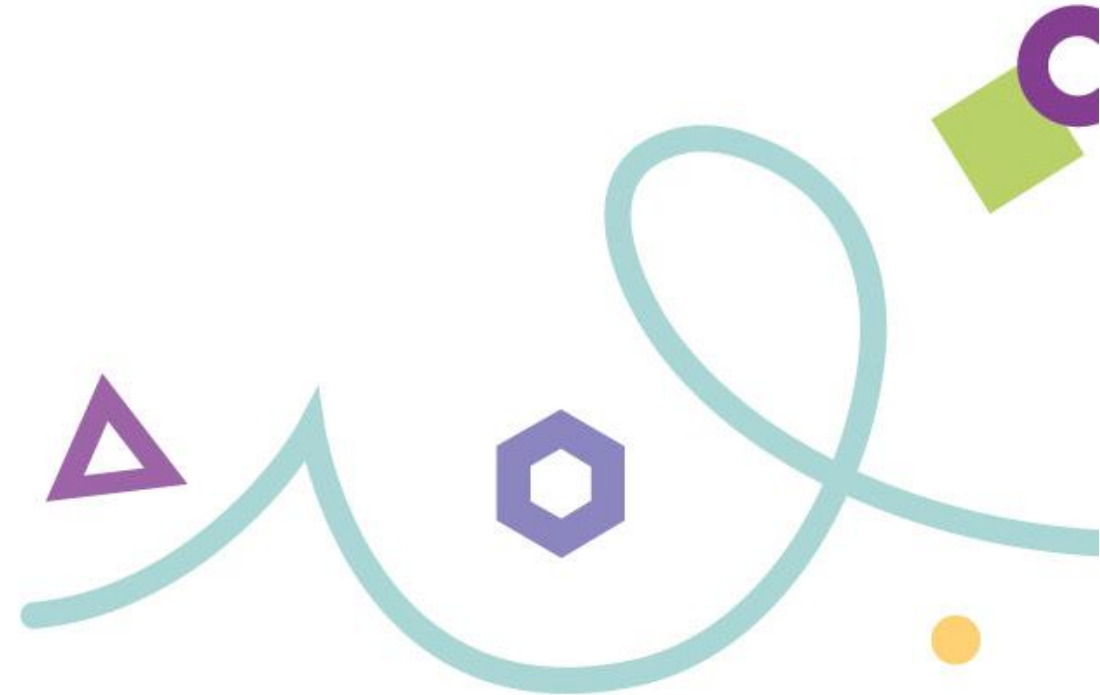
- Who taught you these strategies?
- How did you learn they were successful?
- You have learnt from those around you how to act, how to manage emotions and how to regulate your emotions and impart self-control.
- It is through your experiences and looking at the world through your filters that these strategies will be passed to the children you support.
- You and those around the child will be the ones to teach self regulation.



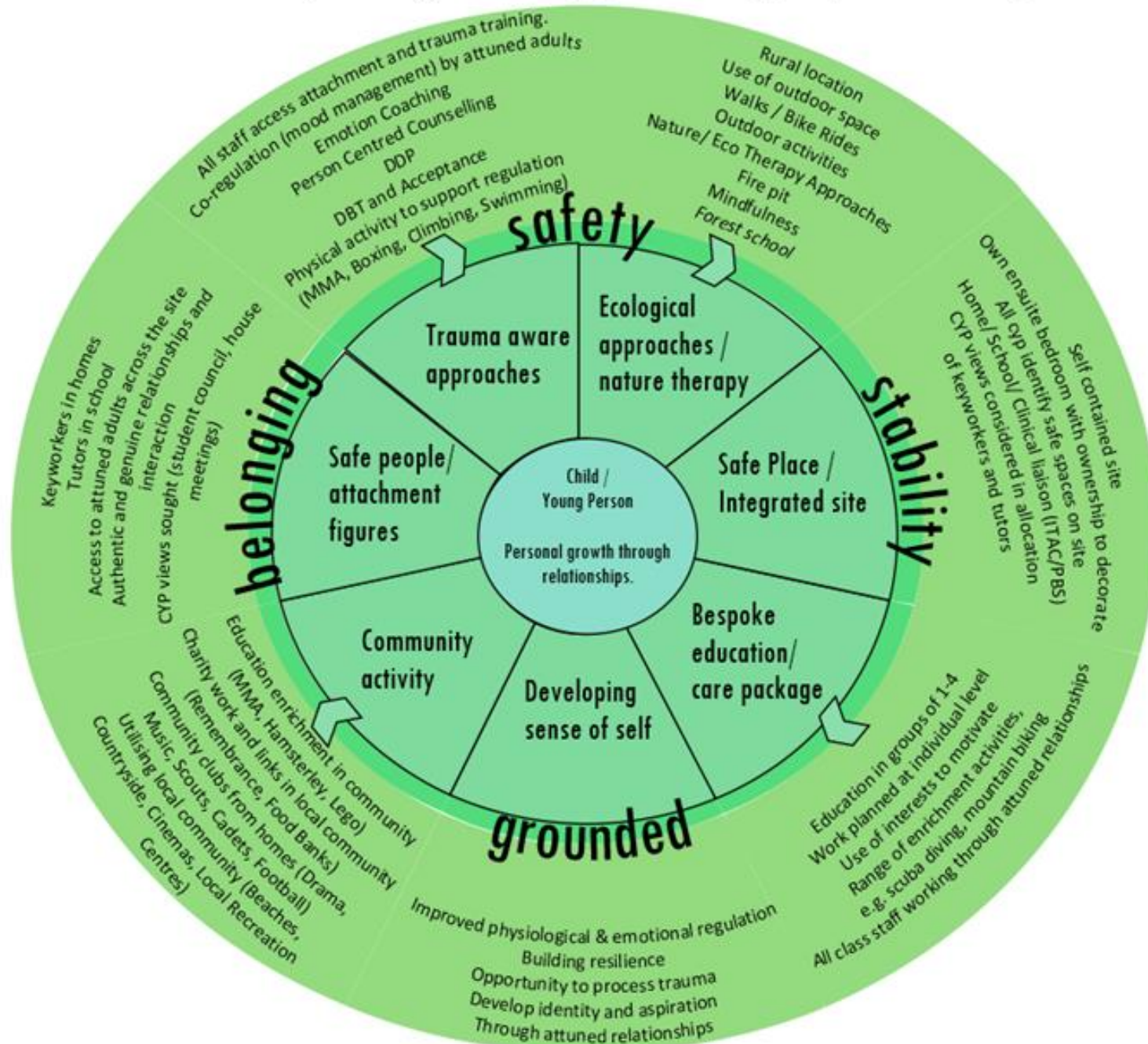
School as a community. *It takes a village to raise a child.*



- Many educationalists will state that English is the most important aspect of Education, words allow our children to develop and thrive.
- We feel that relationships are the most important aspect of all. By creating relationships that are closely attentive to each other and ones that engage children in positive experiences allow them to build the strong foundations to begin a successful educational journey.



Trauma Informed Practice Utilising Green Care Approaches & Developing A Sense of Belonging to People and Place: "The Village Raises the Child".



Behaviourist approach

Education has failed many of my children. They have had adverse childhood experiences and lack the knowledge and experience of positive relationship.

They have lacked key opportunities to develop self-regulation through co-regulation and so we need to think about something new.

What do you see opposite?



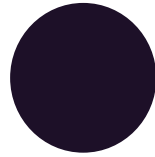
Educational
success



Positive
Relationships



Outstanding
life outcomes



Independence and
real life skills



Improved
physiological state



Positive emotional
state

What we do

Creating a supportive environment, where our children feel safe, listened too and cared for allows them to explore and development their ability to self-regulate thus allowing them to find new successful strategies that they can incorporate when needed across all aspects of their life.

Constructing positive relationships and connections with consistent known boundaries and secure structures in place allows our pupils to constantly build on their achievements over time.

Allowing them to thrive for years to come.



Cognition interacts with emotions

the foundations of emotional and cognitive self-regulation are intrinsically interwoven.

If a child is in a high state of emotional arousal then they are not able to cognitively self-regulate. They will have difficulty in impulse control, focusing attention on tasks and their learning, or thinking in flexible ways to solve problems.

Over-arousal of the emotional part of the brain constrains the thinking part, so a child who is emotionally dysregulated will first need help through emotional co-regulation before they can begin to think about learning.

If we want to educate we must first regulate



Self-regulation is a journey not an endpoint

Working together, for the same goal, with the child at the heart of all we do allows them to develop their self, their mind and their future.

They hold the key, we just need to teach them how to use it.

Action points;

- Think about the community that supports your child, do they all have the knowledge and information they need to be able to create a villager?
- Do you have successful strategies to self-regulate and can you teach these to support your children to develop their own?

