

# Emotional Regulation

EPHE 311 A02

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# What is Emotional Regulation?

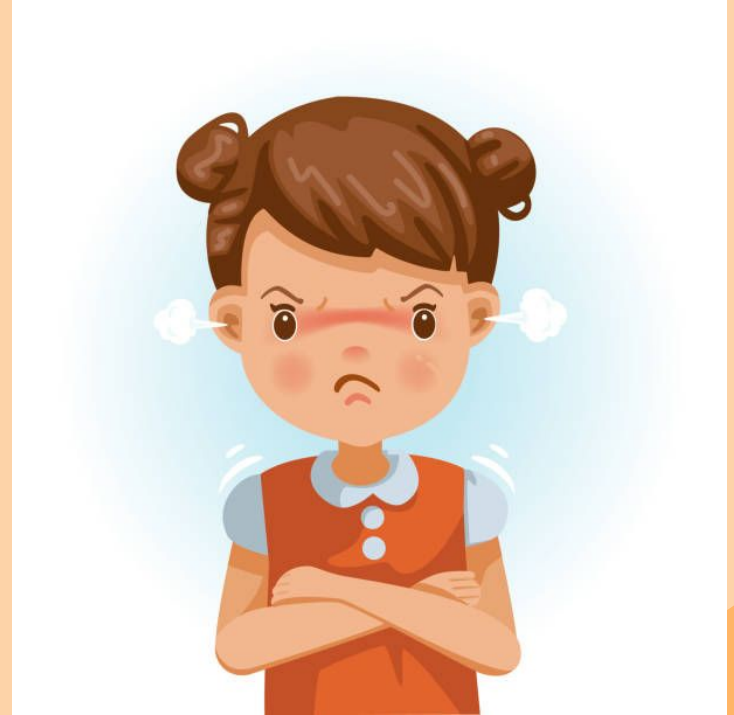
The ability to manage and respond to big feelings such as anger and excitement in a socially acceptable way



(Fried, 2011)

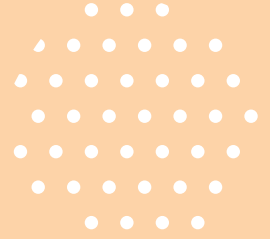
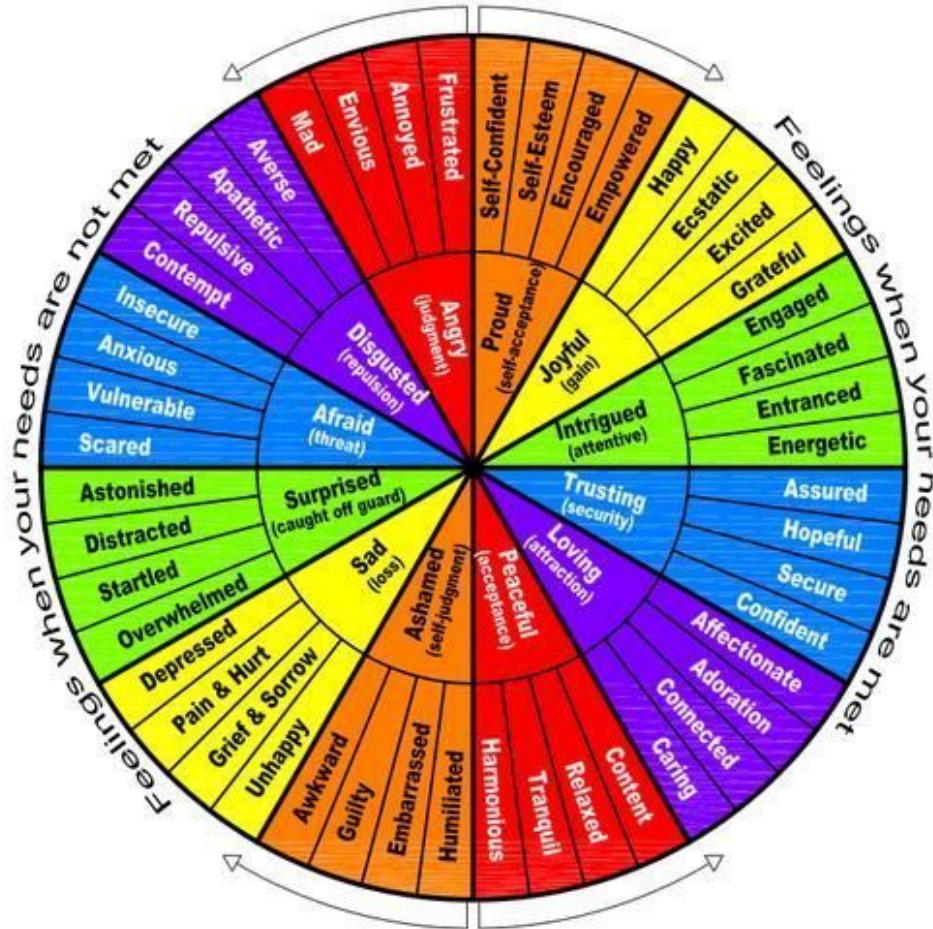
# How to Teach Students About Their Feelings

- Name feelings
- Talk about feelings
- Teach coping strategies
- Positive reinforcement
- Model healthy choices
- Teachable moments



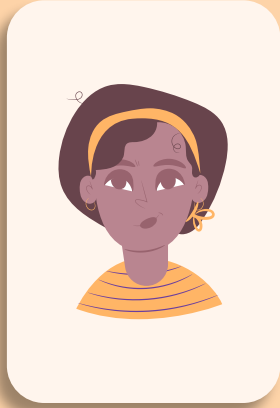
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# Feelings Wheel (small version)

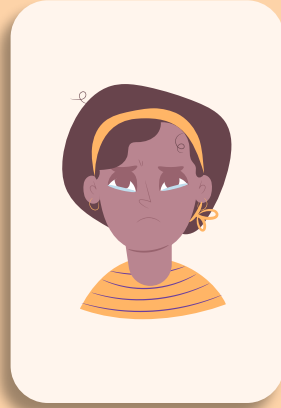


(Nicholson, 2021)

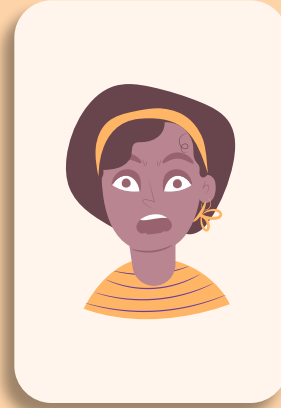
# DISCOVER FEELINGS



**RELAX**



**SAD**



**SCARED**



**PLAYFUL**

# Words Do Matter Strategy

- This resource focuses on replacing a negative behaviour with a positive one. It can be implemented when a child repeatedly acts a certain way such as using swear words or aggressive behaviour.
- When a child says something unfavourable, they identify what kind of word/words they used.
- Once their words have been categorized, they state what they could say or do differently for next time.
- This strategy was used specifically with a child on the spectrum, but can be beneficial to anyone.

(Ebert, 2021)

5	Threatening Words	These are words that people say when they are very angry. They make people think you might hurt them.
4	Angry Words	These are words people say when they are very angry and might include swear words.
3	Hurtful Words	These are words that make other people feel sad or upset.
2	Just Fine Words	These are the words we use that make people feel pretty good.
1	Kind Words	These words make other people feel good about themselves and might include compliments like, "I like your hair".



# Games for Teaching Emotional Self-Regulation!

- Red light, green light
- Freeze games
- Wacky relay
- Self-control bubble
- Ready, set, go!
- Musical chairs



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Kids who played twice a week for 30 minutes each for 8 weeks improved their self-regulation scores!

These games promote:

- Listening
- Controlling urges
- Breaking habits
- Gross motor skills
- Social skills
- Controlling emotions
- Self-control

(Kreative Leadership, 2017)

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# Emotional Regulation with Neuro-Divergent Students



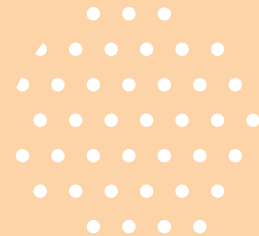


# The 5-Point Scale

- This resource provides students with a “cheat sheet” to feelings and how to regulate their emotions
- When a child feels a certain way they can look at their scale, identify their emotion and find a solution.
- Useful for all ages but specifically those with Autism Spectrum Disorder
- Encourages self-regulation through looking at the scale instead of relying on others.

## 5-Point Scale (Anxiety)

	Feels Like	What I can do
5	I'm going to breakdown (cry, begin pacing and bang my head.	I can leave the room with permission and go to home base.
4	My stomach is starting to hurt and I'm having difficulty concentrating.	I can ask to talk privately to an adult. I can listen to my iPod with calming music (headphones).
3	I'm feeling uneasy and I'm starting to sweat.	I can refer to my coping cards and use deep breathing.
2	I feel ok. I can handle the situation.	Self-talk and reassure myself that I can do it!
1	I feel great. No problem!	



## **PBIS World as a Resource**

This website is a great tool to support emotional regulation in students because you are working with your students to help them understand their behaviour and see why they are behaving this way/what emotions they are feeling.

<https://www.pbisworld.com/>

# The ALERT Program



- The Alert Program is a course to help teachers incorporate self-regulation strategies into lesson plans
- It is specifically to help students with that have poor attention spans, are easily distracted, rarely focussed, cannot complete tasks, and have high/low activity levels
- Research shows the using the ALERT program improves self-regulation, organization, coping with sensory challenges, focus and ability to transition, and executive functioning

# Research on the ALERT Program

- How the ALERT program helps elementary aged students with regulating their classroom behaviours due to emotional disturbances
- This study shows teachers using the ALERT Program for 8 weeks in a classroom with 7 students who have emotional disturbance.
- Five students were used as a control group, and those who used the Alert Program demonstrated small improvements in classroom behaviour
- Those in the control group remained constant or decreased their classroom behaviour etiquette



(Barnes, et al., 2008)



# Thanks

Do you have any questions?

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# RESOURCES

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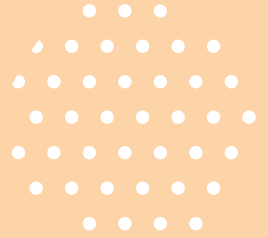
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