





MENTAL HEALTH SUPPORT TEAM

# Emotional Regulation



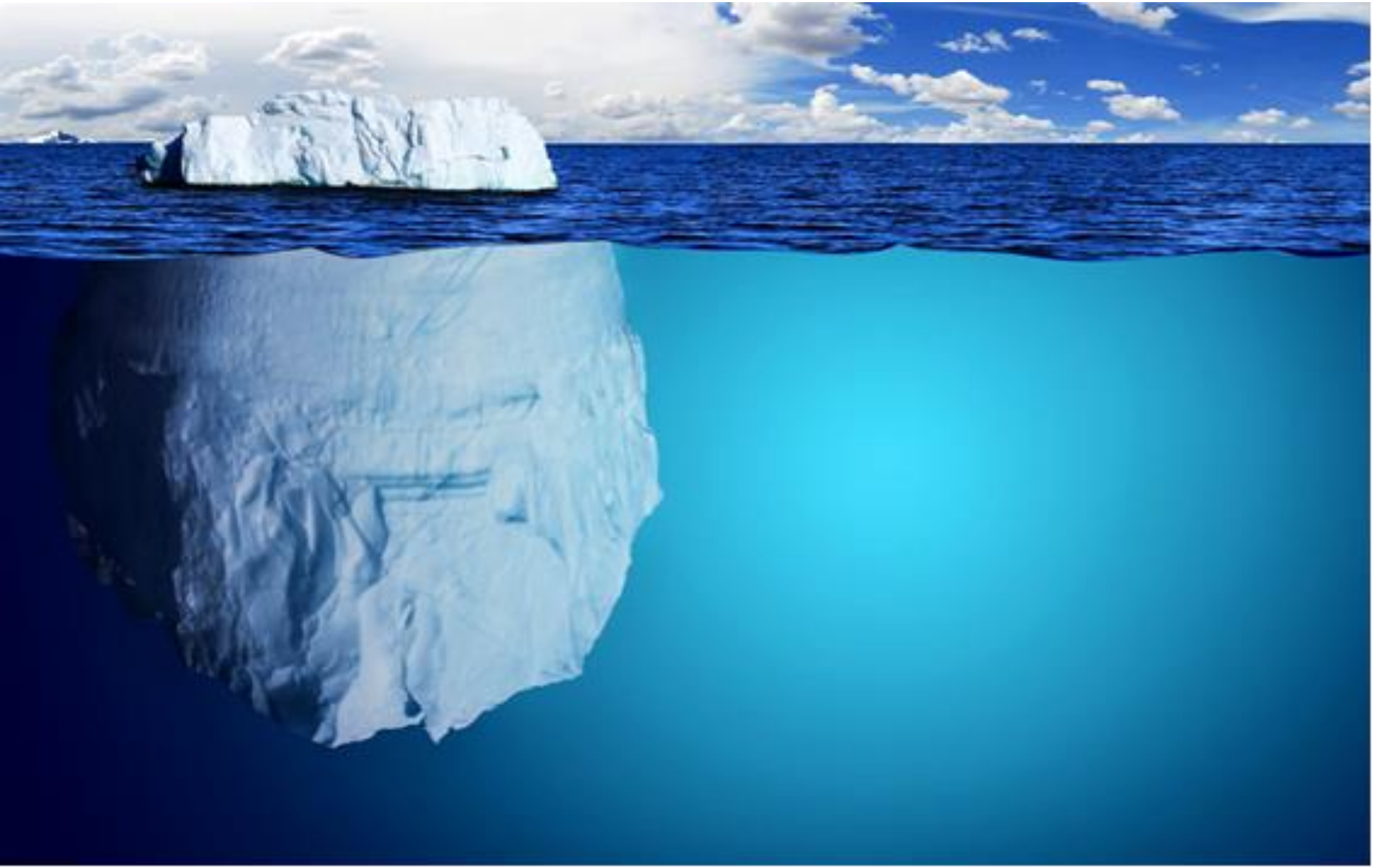


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# Iceberg Exercise

NELFT **NHS**

NHS Foundation Trust





# Our 'Emotional Pot'

Our every day experiences fill our pot with emotions and feelings

The level of our pot is fluid

We cannot see what is in someone else's pot just by looking at it





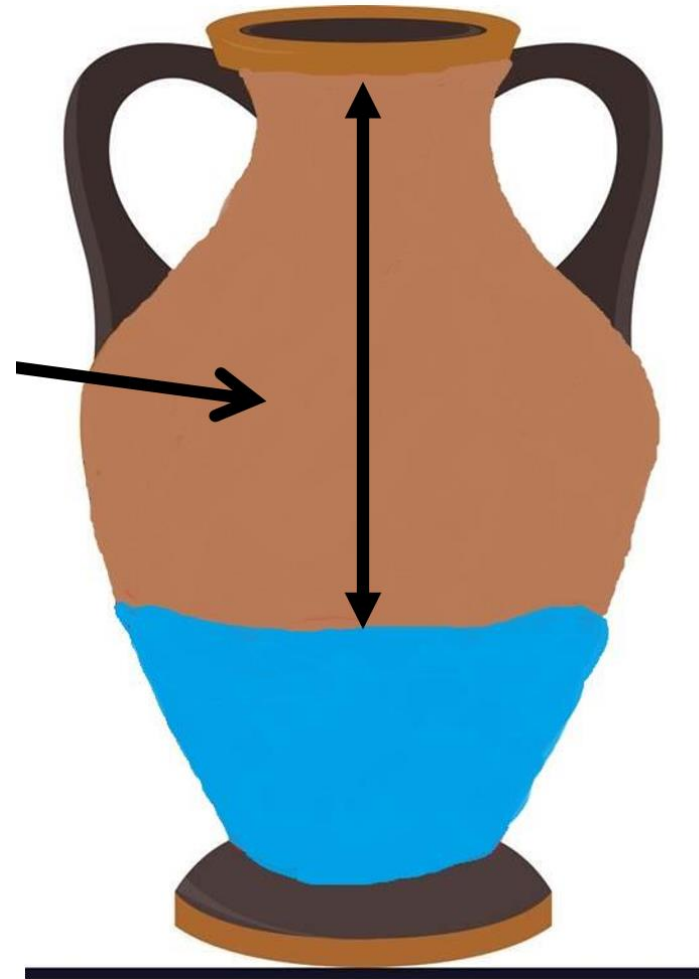
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# Our 'Emotional Pot'

This space is called our  
**'Window of Tolerance'**

It is our patience, ability to wait  
and bear frustrations or  
disappointments

It impacts our ability to think and  
make considered choices



# Distress: Our 'Emotional Pot'

If the emotions in our pot reach the top we are on the edge of shifting into our **survival mode**.

It could take just a very small thing to make our pot overflow.

This is why we sometimes see big reactions to very small (insignificant) things.





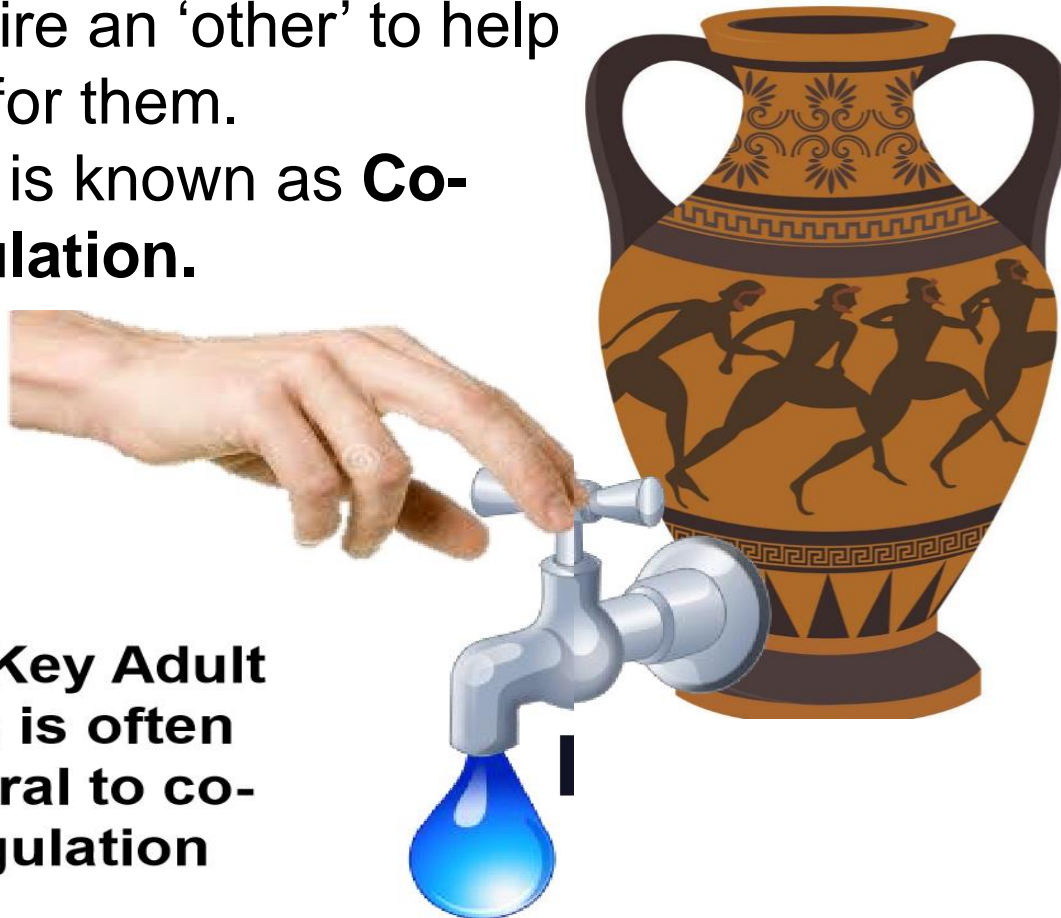
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# Managing distress

When children and young people struggle to digest emotions themselves, they require an 'other' to help this for them.

This is known as **Co-regulation**.

**The Key Adult role is often central to co-regulation**



Another person needs to '**notice and process**' to enable regulation.

Parents can support in teaching and exploring emotions including healthy ways to express them; ways the child or young person can **self-regulate** with the adult helping them practice these.



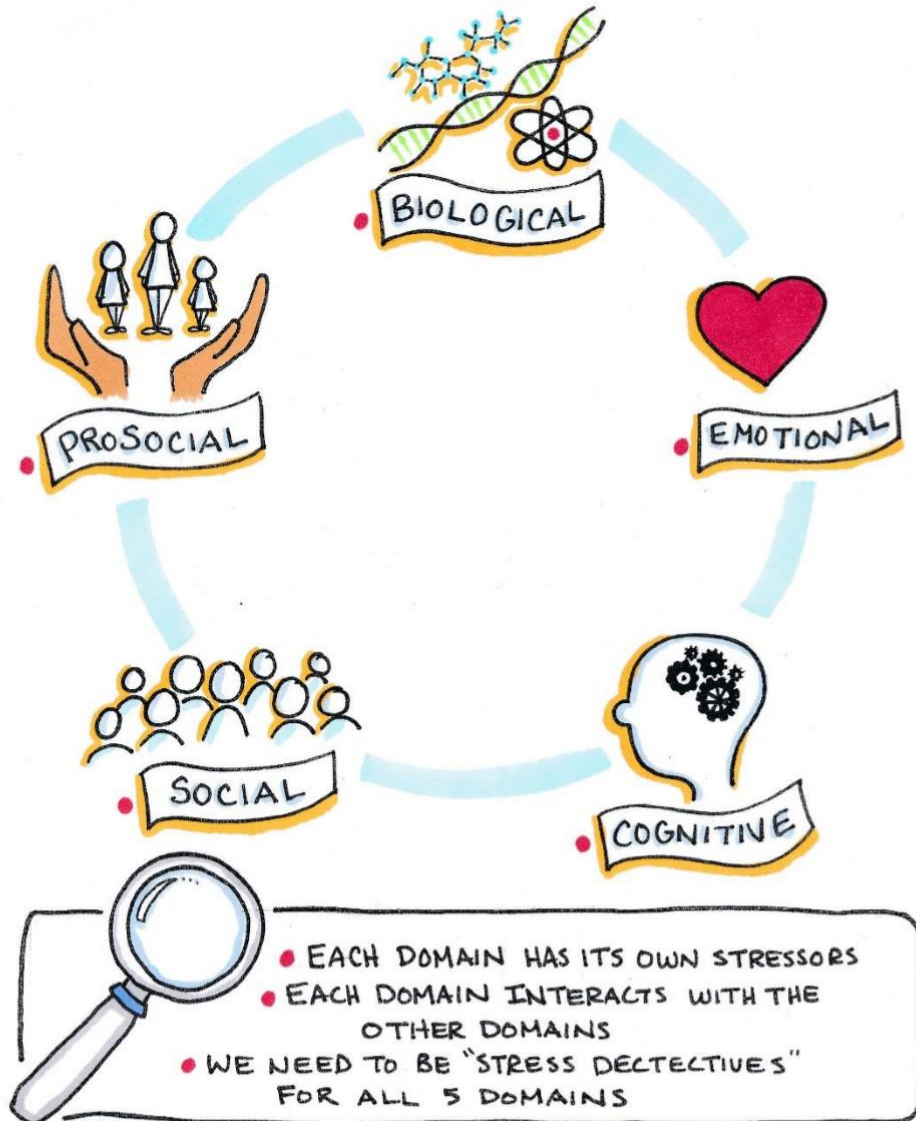
# Supporting Regulation

- Behaviours give us clues into what our children may be feeling.
- Take time to think wider than the current behaviours; consider **what may be in their pot?**
- You can work **with** your child to identify these if appropriate



# 5 DOMAINS OF SELF-REG

WWW.SELF-REG.CA



We can work with the young person to **explore what stressors are filling up their emotional pot.**

Important to also be aware of our own domains.



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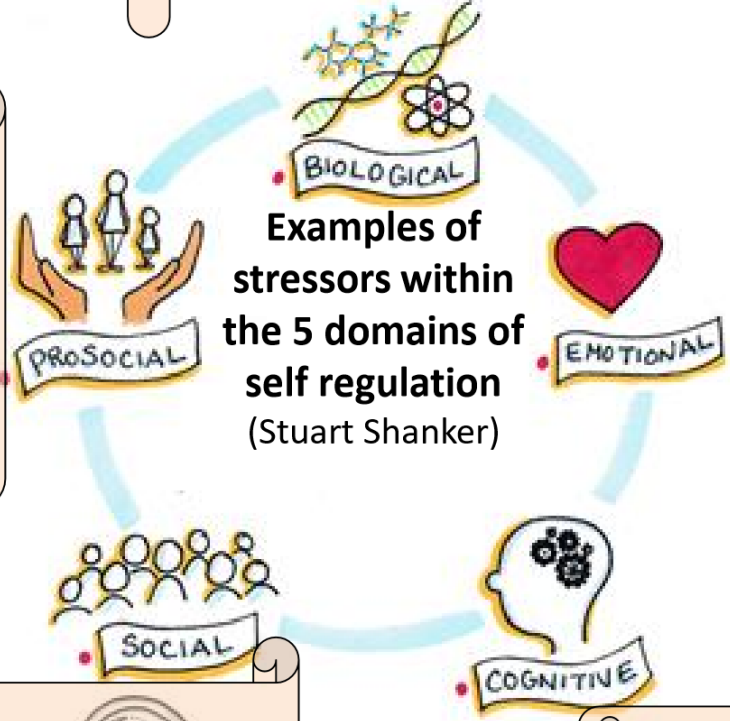
**Biological Stressors:**  
Health, illness, sleep, basic needs:  
hunger, warmth, sensory sensitivities to  
light, sound, smell, textures, hormones,  
having to sit too long, hard chairs,  
hearing or sight issues.

**Prosocial Stressors:**  
Giving a gift, being centre  
of attention, moral  
dilemmas, being late,  
dealing with others'  
strong emotions,  
unfairness, watching the  
news, compromising

**Emotional Stressors:**  
Anticipation, changes in  
routine, disappointment,  
loss, nightmares, feeling  
lonely, hurt/pain, over  
excitement, a sick parent,  
disagreements, intense  
surprises

**Social Stressors:**  
Attending parties, trying to fit in,  
moving crowds, peer pressure,  
bullying, not having friends to play  
with, public speaking, walking into an  
event alone, small talk

**Cognitive Stressors:**  
Learning something new, memory  
issues, being put on the spot, not  
being interested in a topic,  
confusion, time pressures, visual or  
processing difficulties, .





# Looking after yourself

As parents, you have a pot and stressors too, so it's really important to be looking after yourself as well.

“...Place the oxygen mask on yourself first before helping small children or others who may need your assistance.”





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# Regulate Yourself First!

**Strike when the iron is cold!**

**Take a deep breath, step out,  
and regulate yourself first**

**When you are calm, you are  
able to address the unwanted  
behaviours and/or help your  
child to regulate themselves.**



# Calm Down Space/Area



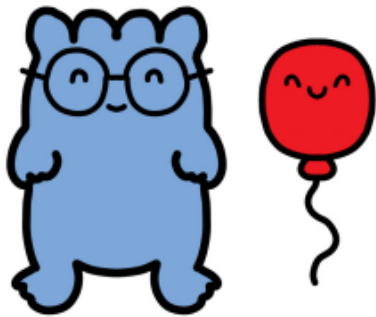
# Soothing Box

- Use the sense;
- Touch – soothing things to explore with their hands – fidget toys, certain fabrics, soft toys, playdough, slime
- Sight – things they like to look at; photos of family/friends, pets, animals, holiday destination etc
- Hear – something they can listen to music on –soothing sounds, toni box
- Taste – things they like to taste – polos, little chocolate, sweet etc
- Smell - things to smell, scented playdough, scented pens, scented kinetic sand, lavender, coffee beans etc



# Breathing Techniques

## Belly Breathing



- Take a deep breath in and fill your belly like you're inflating a balloon.
- As you do this, count 1, 2, 3, 4 to breath in and fill the balloon in your belly.
- Pause and then let all of the air out of your belly like you're letting a balloon deflate.
- As you do this, count 1, 2, 3, 4 to breath out and let the balloon go down from your belly.

## Smell the hot chocolate

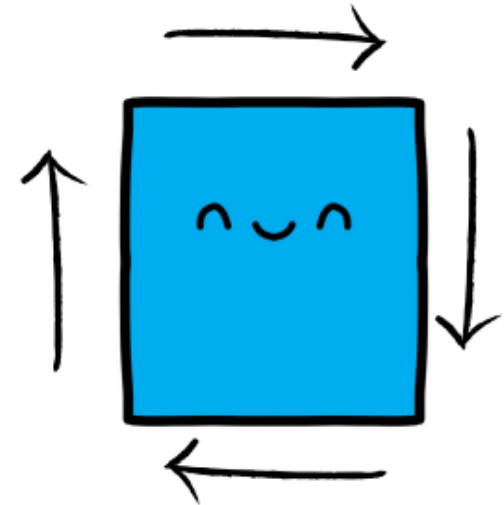
1. Imagine you have a mug of hot chocolate.
2. Breathe in through your nose to smell the hot chocolate.
3. Count 1 2 3 4 5.
4. You can blow out of your mouth to cool it down.
5. Count 1 2 3 4 5.



# Breathing Techniques

## Square Breathing

- Imagine you're drawing a square with your finger in the air.
- Breath in while counting 1, 2, 3, 4 as you draw the top line and then pause.
- Breath out while counting 1, 2, 3, 4 as you draw the line down the side and then pause.
- Breath in while counting 1, 2, 3, 4 as you draw the bottom line and then pause.
- Breath out while counting 1, 2, 3, 4 as you draw the line up the side to make the square.



## Finger Breathing



- Use your index finger to trace around the edges of the fingers on your opposite hand.
- Count 1, 2, 3, 4 and breath in as you go up the first finger.
- Count 1, 2, 3, 4 and breath out as you go down the finger.
- Repeat until you have traced up and down all five fingers, breathing 1, 2, 3, 4 in and 1, 2, 3, 4 out each time.

# Calming Strategies

## 5 Things Technique.

- 5 things you can see
- 4 things you can touch
- 3 things you can hear
- 2 things you can smell
- 1 thing you can taste

## Colour Technique.

Find things in the room or space around you that are red/yellow/green etc. Think about them in detail. "I can see a blue, round bowl with cereal in it".

## Counting Technique.

Count backwards from 100 in multiples of 6.

Count to 200 in multiples of 5.

## ABC Technique.

Think of animals, names, books, countries etc, beginning with A, B, C, all the way to Z.



# More Calming Strategies

Look around the room and think of...

Three things that are yellow.

Three things that are green.

Three things that are blue.

Three things that are red.



# Glitter Bottle Activity

- Small bottle (plastic if concerns re breakage) + water + clear glue + food colouring + glitter
- Metaphor of glitter as thoughts/emotions feeling out of control –if we stop, take a breath and focus, everything slows down and we can feel calmer and in control again
- Encourage child to practice when calm and to use it when stressed, but don't force it...



# Q&A

