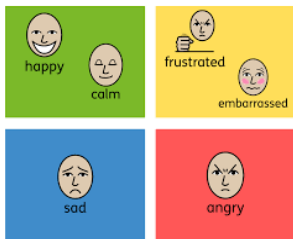


Emotional Regulation

At Rachel Madocks School, we see an importance of helping every child with their emotional regulation. Communication is a huge barrier for our children as they struggle to communicate their own wants and find difficulty in understanding/ managing the world around them.

We are all influenced by the emotions and reactions of others, and children begin to learn to regulate their emotions with the support of early developmental strategies that may include, rocking, singing or going for a walk.





As our students get older, we support co-regulation by suggesting strategies to support them, for example, exploring a calm activity which may include a sensory massage, bubbles, go for a walk or to use our outdoor and indoor swing. Staff will often model with students We are supported by a sensory OT who works with some of our students to offer them a sensory diet to help them with their sensory needs.



As students' progress up the school, they have PSHE lessons, which teaches them about different emotions. They learn emotions through experiencing activities that they like and don't like. Different communication methods are offered for staff to model ways in which students can communicate their feelings and likes/ don't like.

For some of our learners, they may begin to work towards understanding the zones of regulation where emotions are linked to a colour. A student working towards this level would have a better understanding of their feelings and what may be causing it.

ZONES OF REGULATION!

Blue	Green	Yellow	Red
			
Sad Sore Tired Bored Moving Slowly	Happy Calm Good to Go Focused Ready to Learn	Frustrated Worried Silly/Wiggly Anxious Excited	Mean/Angry Mean Yelling/Hitting Out of Control I Need Time and Space

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