

I am regulated

Self-regulatory skills can be defined as the ability of children to manage their own behaviour and aspects of their learning. Developing self-regulation improves levels of self-control and reduce impulsivity. These skills are also sometimes described as executive function capability.

When I am regulated in my learning...

I know my energy levels and feelings

Strategies for identifying feelings and energy levels

Adults should model this by narrating their own sensations, using visual aids like emotion charts, and using regular check-ins during calm, daily routines.

Model Internal Awareness: Adults should label their own bodily sensations out loud, such as saying, "My shoulders feel tight, I think I need a break".

Connect Sensations to Emotions: Help children identify that physical cues represent feelings, such as "butterflies" meaning nervousness or "fast breathing" meaning anger.

Use Routine Check-ins: Incorporate daily conversations about emotions and the energy level check-in tool to help children rate their intensity.

Observe and Name Cues: Point out physical signs in real-time, such as "I see your hands are in fists, are you feeling angry?".

I am responsible for me

Strategies for identifying if you are at the right energy level and emotional state for the present moment.

If you are in a Balanced energy level: You are calm, focused, and capable of managing emotions without shutting down or exploding.

If your energy levels are high (Hyperarousal): You are anxious, panicky, hyper-vigilant, or angry. Signs include a racing heart, shallow breathing, tense muscles, or racing thoughts. This is inappropriate for calm situations such as whole class learning, but might be appropriate for games such as football or emergency situations.

If your energy levels are low (Hypoarousal): You are sluggish, unmotivated, detached, or unable to focus. Signs include "brain fog," numbness, or feeling "stuck". This is inappropriate for active, engaging situations (e.g., PE or phonics).

I know ways to manage myself so that I can learn

Strategies to Shift Energy UP (Alerting)

Vestibular (Movement) Input: Fast, jerky, or erratic movements are highly alerting. E.g. jumping, running, spinning or rocking.

Tactile (Touch) Input: Light, brushing, or unexpected touch can wake up the nervous system. E.g. Cold exposure, such as splashing cold water on the face or eating ice. Using textured objects or spiky massage balls.

Visual/Auditory Input: Bright lights, high-contrast, or fast-changing visuals. Listening to fast-paced music with high-frequency sounds

Strategies to Shift Energy DOWN (Calming)

Proprioceptive (Deep Pressure) Input: Weighted blankets. "Heavy Work" tasks: Pushing, pulling, or carrying heavy objects (e.g., carrying books, moving furniture). Wall pushes or chair push-ups.

Vestibular (Movement) Input: Slow, rhythmic, and linear movements are soothing such as rocking or swinging.

Tactile/Environmental Input: Dimming lights or using blackout curtains. Creating a "quiet space" or using noise-cancelling headphones.