

Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.

### Section 3. Learning what is required for meeting.

The following section will show you exactly what to do to ensure your practice is meeting. You **do not** need to complete this section if you have successfully completed 'Section 2'.

#### Why is the element important?

Element 5.2.2 could help address several fears and behaviours that children may establish specifically if they are **not** capable of self regulation. For example:

1. **Aggression:** Children may resort to aggressive behaviours such as hitting, pushing, or yelling. They may struggle to control their impulses and react impulsively in challenging situations.
2. **Emotional outbursts:** children may have difficulty managing their emotions and expressing them in a healthy manner. This can lead to frequent emotional outbursts, tantrums, or excessive crying.
3. **Ineffective communication:** children may struggle to express their needs, feelings, and thoughts appropriately. They may resort to inappropriate or ineffective communication strategies, such as shouting, interrupting, or withdrawing.
4. **Difficulty in conflict resolution:** children may find it challenging to resolve conflicts peacefully. They may struggle to listen to others' perspectives, empathise, and find mutually agreeable solutions. Instead, they may resort to aggressive or avoidant behaviours when faced with conflicts.
5. **Low self-esteem:** Children may experience lower self-esteem as they may feel inadequate or frustrated when they are unable to control their behaviour or respond appropriately. This can impact their confidence and sense of well-being.
6. **Social isolation:** Inappropriate behaviour and difficulty in regulating their own actions can lead to social difficulties. Children may have trouble forming and maintaining positive relationships, which can result in social isolation or exclusion from peer groups.

To eliminate these children's fears, or potential behaviours we use what the element is requesting us to do and become meeting.



You must practice

**It's important to acknowledge and address these fears or perceived fears that children may have. Here is a step-by-step guide on how to do so:**

Strategies to address self-regulation problems in children include:

#### **Aggression:**

1. Teach alternative behaviours: Teach children appropriate ways to express their anger or frustration, such as using words to communicate their feelings or engaging in calming activities like deep breathing or taking a break.
2. Provide positive role models: Surround children with positive role models who demonstrate non-aggressive behaviour, encouraging them to emulate those examples.
3. Teach problem-solving skills: Help children develop problem-solving skills to resolve conflicts peacefully, including strategies like compromising, taking turns, or seeking adult assistance.

#### **Things you can say.**

"When we feel angry, it's important to find safe ways to express ourselves. Instead of hitting, we can use our words to tell others how we feel. Let's practice saying, 'I'm angry because...' and finding a solution together."

"I noticed that you're feeling frustrated right now. How about we take a deep breath together and think of a peaceful way to solve the problem? Remember, using gentle hands and kind words is always the best choice."

#### **Emotional Outbursts:**

1. Teach emotion recognition: Help children identify and label their emotions through activities like using emotion cards or discussing feelings during calm moments.

#### **Week 16, 29 May to 2 June 2023 – 5.2.2 Self Regulation**

2. Encourage healthy coping strategies: Teach children techniques to manage their emotions, such as deep breathing exercises, mindfulness activities, or engaging in physical activities.
3. Create a safe and calming environment: Establish a safe space where children can retreat during emotional moments, providing them with comforting objects or tools for self-soothing.

"I understand that you're feeling upset. Let's take a moment to calm down. We can count to 10 or try some deep breaths together to help us feel better."

"It's okay to feel sad or angry, but let's find a positive way to express our emotions. You can draw a picture or talk to a friend about what's bothering you."

### **Ineffective Communication:**

1. Teach active listening: Teach children active listening skills, such as maintaining eye contact, waiting for their turn to speak, and summarising what others have said to ensure understanding.
2. Promote assertive communication: Encourage children to express their needs and feelings in a clear and respectful manner, teaching them to use "I" statements to convey their thoughts without aggression or blame.
3. Model effective communication: Model effective communication techniques in daily interactions with children, demonstrating proper tone, non-verbal cues, and active listening skills.

"When we want to share our thoughts or feelings, it's important to listen to others first. Let's practice active listening by making eye contact and waiting for our turn to speak."

"Using kind words and a calm voice helps others understand how we feel. Instead of shouting, let's use our words to express ourselves respectfully."

### **Difficulty in Conflict Resolution:**

1. Teach perspective-taking: Help children understand others' viewpoints by encouraging them to imagine themselves in someone else's shoes, fostering empathy and promoting understanding.
2. Mediation and problem-solving: Facilitate structured discussions and guide children through conflict resolution processes, teaching them

negotiation skills and finding mutually agreeable solutions.

3. Encourage positive social interactions: Create opportunities for cooperative activities and encourage teamwork, promoting positive interactions and building conflict resolution skills through shared goals.

"I see that you're having a disagreement with your friend. Let's sit down together and talk about how we can solve this problem. Remember, listening to each other and finding a compromise is the key to resolving conflicts peacefully."

"It's normal to have different opinions, but let's try to understand each other's perspective. How about we take turns sharing our side of the story and find a solution that makes both of us happy?"

### **Low Self-Esteem:**

1. Provide praise and encouragement: Recognise and acknowledge children's efforts and achievements, offering specific and genuine praise to boost their self-esteem and build confidence.
2. Foster a growth mindset: Help children understand that mistakes are opportunities for learning and growth, encouraging them to persevere and believe in their abilities.
3. Set achievable goals: Set realistic goals for children and provide support to help them succeed, fostering a sense of accomplishment and improving self-esteem.

"I'm proud of you for trying your best! Remember, everyone makes mistakes, and that's how we learn and grow. Keep going, and I believe in your abilities."

"You are a unique and valuable individual. Your ideas and contributions matter. Let's celebrate your accomplishments and focus on the progress you've made."

### **Social Isolation:**

1. Encourage inclusive behaviour: Teach children the importance of kindness, empathy, and inclusion, promoting inclusive play and cooperative activities.
2. Facilitate social skills development: Offer opportunities for children to practice social skills, such as sharing, taking turns, and cooperating, through structured group activities and games.

## **Week 16, 29 May to 2 June 2023 – 5.2.2 Self Regulation**

3. Create a supportive classroom environment: Foster a positive and accepting classroom environment where all children feel valued and included, promoting friendships and social connections.

"In our classroom, we value kindness and inclusion. Let's make sure everyone feels welcome and included. How can we show our friends that we appreciate their company and want to play together?"

"Working as a team makes our activities more fun. Let's encourage each other, take turns, and share our ideas. Together, we can create an inclusive and supportive environment."

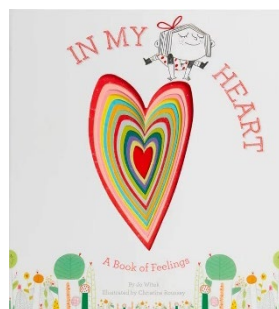
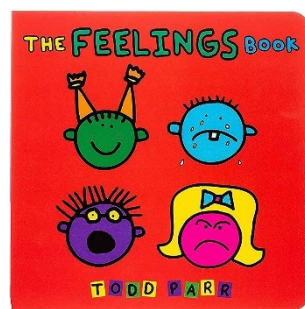
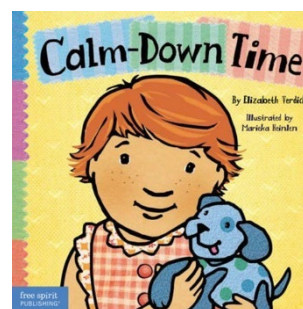
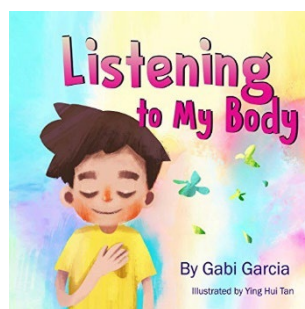
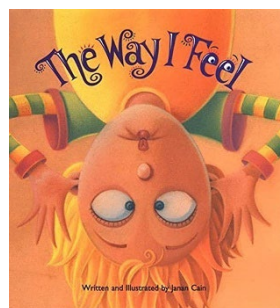
After reading these points, which one(s) do you think you doing well? Describe your practice in detail so it can go directly into you QIP or SAT (NSW only).

After reading these points, which one(s) do you think you need to work on?

Describe how you could improve your practice.

### Resources and book

Please note, many of the books referred to here are on YouTube been read aloud.



I have also included emotions with faces as PDF's to print and use with the children.

### Week 16, 29 May to 2 June 2023 – 5.2.2 Self Regulation