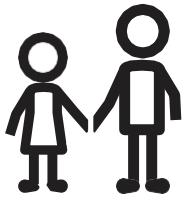


EMOTIONAL REGULATION HIERARCHY



EXTRINSIC REGULATION

Regulate your own body to help the child regulate.



MUTUAL REGULATION

Engage in regulation strategies with the child.



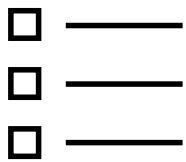
VISUAL REMINDER

Provide a visual reminder of a strategy the child can use.



VERBAL REMINDER

Provide a verbal reminder of a strategy the child can use.



OFFER CHOICES

Offer choices for possible strategies. Start with visual choices (2-3 options).



ASK ABOUT NEEDS

After identifying the emotion, ask the child what might be helpful.

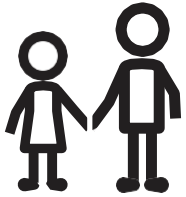


SELF-REGULATION

The child regulates independently.



EMOTIONAL REGULATION HIERARCHY



EXTRINSIC REGULATION

During extrinsic regulation, a child relies on an adult to regulate for them by the adult regulating their own body. The child doesn't do anything else and isn't expected to do anything else.

What this looks like for calming: The adult takes deep breaths, uses a calm tone, and speaks at a slower rate of speech.



MUTUAL REGULATION

Mutual regulation occurs when an adult and child engage in strategies together. The strategies being used have already been discussed, practiced, and are familiar to the child.

What this looks like for calming: taking five deep belly breaths together, visiting the cozy corner together, exploring sensory bottles. You may find that you start using extrinsic regulation and the child later joins in.



VISUAL REMINDER

At this level, the adult provides a visual reminder for possible strategies that might be helpful. For this strategy to be successful, the visual message *must* be provided before the child is experiencing incredibly strong or intense emotions.

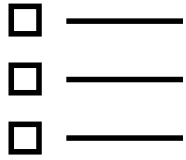
What this looks like for calming: showing a child a picture for a breathing strategy or for the 'cozy corner'. Providing a video model of the child moving to the 'cozy corner'.



VERBAL REMINDER

Adults provide a verbal message about what strategies might be helpful for the child. For some children, stating something that may be helpful can be perceived as an additional 'demand' and can send the child into overload.

What this looks like for calming: "I see your hands are in fists and your face looks red. Try some deep breaths". Verbal reminders can be hard to remember it's okay if a child needs to skip this stage.



OFFER CHOICES

Choices help children experience increased independence choosing strategies. The adult offers the child a choice of familiar strategies. Use the visuals from the visual reminder level. Start by offering 2-3 choices. Over time, increase the number of choices or begin moving to verbal choices.

What this looks like for calming: "I see your body is moving quickly and your voice is sounding loud. You seem very excited. What could we try to help calm our body?" - show an array of three pictures.



ASK ABOUT NEEDS

Once a child reaches this level, the adult still provides some insight to help the child recognize how they might be feeling 'in the moment'. However, once the emotional state has been identified, the child takes over the role of determining what they need next. If a child isn't sure, the adult can add back in some choice support (verbal or visual) to help generate ideas.

What this looks like for calming: "Your muscles look tight. You seem to be feeling angry. I wonder what could help". If the child doesn't respond or isn't sure, offer some choices - "Would you like some tight squeezes or to visit the cozy corner?"



SELF REGULATION

The child is able to self-identify the sensations they notice in their body and their current emotional state. After identifying their emotional state, the child is able to identify and perform an action to help them regulate.

What this looks like for calming: A child begins to feel a strong emotion, they notice the emotion and choose an appropriate strategy independently - no adult support needed.

*The examples given are for situations when children are working towards calming their body - simply because that's what we're asked about the most. Keep in mind, all of these strategies can also be used when working to regulate a child by increasing their energy levels. Emotional regulation does not always mean 'calm'.