



Emotional Regulation: mine, yours, ours - In Focus webinar

Emotional Regulation – why, what and how

Healthy emotional regulation contributes to positive mental health and wellbeing for children, young people and adults. Being able to regulate our responses to emotions has a positive impact on social relationships, learning and our ability to cope with the normal stresses and disappointments of daily life.

Emotional regulation is the ability to recognise, name and express emotions in a range of healthy, safe and socially acceptable ways. For children and young people, this is influenced by a range of factors including temperament, age and stage of development, attachment relationships, trauma and early life adversity.

Our [Window of Tolerance](#) also influences our ability to regulate. Originally developed by Dr Dan Siegel, MD, the Window of Tolerance describes a person's optimal zone of functioning to effectively manage and cope with emotions. Along with the Window of Tolerance, there are four domains of emotional regulation explored in the In Focus Webinar: external regulation, co-regulation, collective regulation and self-regulation.

Social and emotional learning

The ability to regulate is an important factor contributing to social and emotional development. Before children and young people can self-regulate, they must be supported to learn regulation strategies with others, including their families and educators. One of the most important influences on a child or young person's regulation is the support of regulated adults.

Find out more about supporting children and young people's social and emotional development in the Be You Fact Sheets on [Social and emotional learning](#) and [Development](#).

Take action

- Support children and young people to recognise and name emotions in themselves and others and understand how emotions can be expressed physically.
- Assist children and young people to regulate and express emotions safely by setting boundaries for behaviour e.g. 'It's okay to feel frustrated, but it's not okay to kick/hit/break things'.
- Use external regulation strategies and regulating environments such as getting into nature and establishing quiet safe spaces.
- Incorporate regulating daily approaches: play, routines, relationships and environments.
- Role model to children and young people your own regulation strategies.

Go deeper

- Discover more about stress and the brain and the Window of Tolerance in [Planning for Wellbeing: mine, yours, ours.](#)
- Learn about [daily approaches](#) and [regulation](#) following trauma in our [Natural Disasters and Community Trauma](#) module.
- Share on socials: [What every child needs for regulation.](#)
- Use the [BETLS Observation Tool](#) to document behaviour and support planning for children's regulation.
- Advocate for the [mental health benefits related to experiencing nature.](#)
- Read more about [Polyvagal Theory](#) and the [need to be an external regulator for babies](#)
- Consider how a person's place on the [Mental Health Continuum](#) influences their ability to regulate.
- Examine our [Actions Catalogue](#) and review your physical environment through a mental health lens.

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