

# Self Regulations Skills

## Breathing Strategies



**Self-Regulation is the ability to recognize and manage your emotions and behaviors across various settings and activities.**

### **Children who can regulate their emotions:**

- Develop friendships easily
- Are able to cope with disappointment.
- Build stronger connections with educators and peers
- Develop strong impulsive control

### **Teaching this Skill**

Choose a time when educators and children are calm and engaged to teach regulation strategies. Use visuals to remind children of strategies when their emotions are dysregulated.

### **Controlled Breathing: Smell the Flower, Blow the Pinwheel**

Using visuals on the following page, have children smell the flower (to breathe in through their nose) and blow the pinwheel (to exhale through their mouth). Repeat several times.



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### Belly Breathing

Have children find somewhere comfortable to lay on their backs and place a small soft toy on their stomach. Then have the children observe their toy as they practice breathing quickly and then taking slow calm breaths. Discuss what they noticed happened to their toy as they took fast and slow breaths.

### Ways to Support Regulation

- Teach clear positive expectations/rules that are consistently across all routines throughout the day.
- Model and provide examples of desired behavior.
- Provide language through labeling actions, feelings, and emotions.
- Validate children's feelings - provide space for uncomfortable feelings
- Provide children with positive descriptive feedback for regulating their behavior.
- Assist children to regulate by modeling calm down strategies, when needed.
- Provide opportunities for developmentally appropriate play.
- Promote children's independence across the day.
- Provide a safe, quiet space, where the child feels a sense of privacy. Educators support children by being calm and present, until the child is regulated.

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### Take A Deep Breath

