Education Scotland
Foghlam Alba

Information Note

Regulate, Relate, Reason and Restore

In advance of this module it is useful to have completed the Emotional Regulation & The Brain Modules

Perry's Sequence of Engagement: 3 Rs plus Bloomer's extra R!

- Based around Bruce Perry's Neurosequential Model: Regulate, Relate and Reason - we need to progress through the 3 R's in this specific sequence to get back to a regulated state
- In the context of Relational Practice Louise Bloomer has added a fourth R: Restore. Why? When we are distressed or dysregulated we can say or do things that cause harm. When this happens it's necessary to try to repair or restore the situation or relationship in order to return to normality and get on with learning
- Perry's Model shows us that our practice needs to be in line with neuro-science to ensure the inclusion of every learner at every level

Regulate, Relate, Reason and Restore

Regulate - Why?

- Why? They can't learn or reflect when they are in fight/flight/freeze/fawn mode, so their psychological stress responses need to be calmed FIRST
- Stress brings on a pattern of psychological responses: hyper-arousal (jumpy, agitated, explosive) or hypo-arousal (depressed, withdrawn, frozen) [See Window of Tolerance Module]

Regulate - How?

- Help them calm their fight/flight/freeze response (see Window of Tolerance Module).
- In other words help them gain control over their emotions.
- You need to be regulated yourself (be calm, alert, steady, grounded, empathic, mindful).
- You can become the stress regulator for the child [See Co-regulation & Calming Together]:
  - Offer soothing but limited words to comfort and re-assure
  - Provide or create a safe space for them
  - Allow them time to process and recover
  - Use quiet tones
  - Make sure they're comfortable (think sensory tolerances, physical needs and diversity considerations)
- It may be a time to use playful approaches to bring down emotional temperature
- Use safety cues and reduce or remove stress triggers, for example, if the child is distressed you could move their work out of their line of sight, stand between them and another child, or try to remove them from any "audience"
- If possible use "Time in" rather than "Time out" to avoid triggering further feelings of rejection

Relate - Why?

- Connection will help to calm their nervous system
- When we are around people we care about & trust, our bodies produce oxytocin, the hormone responsible for calming our nervous system after stress [See The 3 Brains & The Cranial Cocktail]

Relate - How?

- Use your relationship to help them feel safe and connected - be **attuned** to them emotionally
- Use the power of **'noticing'** i.e notice and name the emotion, for example, I can see you are frustrated, *upset, angry, worried, sad*.....
- Validate their feelings but not the behaviour. This step in the sequence is supported by building trust with the child during the periods when they are regulated, creating an ethos which recognises the importance of mistakes for learning, and modelling self-compassion

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- If it's safe to do so share some of your experiences of times you have felt that emotion (be cautious however about context when sharing personal experiences – to be valid the experience needs to be comparable, for example, being angry because someone makes fun of your size isn't necessarily comparable to being angry because you experienced racism or homophobia)

Reason - Why?

- Once calm learners can 'learn' new ways to manage their behaviour when they have strong feelings
- Support them to explore strategies that may help them to find calm (even practice some of the strategies)
- Hopefully next time they feel these emotions they will have helpful strategies to rely on

Reason How?

Now:

- Encourage them to tell their story. Support them to remember and reflect
- Actively listen to the child or young person
- Help them to understand their feelings and behaviour in a non-judgemental way
- Help them know that negative emotions are normal and that there are ways of expressing them that don't harm others or themselves
- If necessary help them to re-interpret the situation or **reframe** it [See Reframing Module]

Longer term:

- Teach them the language of emotions [See The Ring of Emotions Framework]
- Talk about regulation techniques [See Self-Soothing Techniques & Emotional Regulation Skills]
- Remind them about safe places & people [See Creating Safe Spaces in Schools]

Repair – Why?

- To repair relationships, rebuild trust, and/or open lines of communication again
- Encourages them to be responsible for their own behaviour and be a part of resolving the situation (rarely is one person fully responsible for an incident – a restorative approach allows all parties to take responsibility for their own behaviour and to be part of resolving the situation)
- Allows them, and others affected, to get back into their routine and to be ready to learn again

Repair – How?

- 'Think together' to find a way to **repair and restore** the situation and re-connect with others
- Use restorative language and nurturing approaches [See related Modules]
- Use the five questions: What happened (including thoughts and feelings)? How have others been affected? What needs to happen now to fix things? How can we help them repair the situation?
- This does not mean being permissive

Additional helpful resources and information

- Related Modules: Emotional Regulation, The Brain, Window of Tolerance, Attunement & Diversity
- Bruce Perry and the 3 R's and lots more fabulous resources from Beacon House
- Louise Bomber's website https://touchbase.org.uk/
- Co-regulation https://www.theottoolbox.com/co-regulation/
- Calming Together https://cyc-net.org/cyc-online/cyconline-mar2010-bath.html
- The 3 Brains SCCR Quiz (scottishconflictresolution.org.uk)
- The Cranial Cocktail https://sccr-files.s3.amazonaws.com/sites/5384a71b21ba55270a000002/pages/5bb2348ea4aa83d6cb08dee6/files/Drug_cabinet_poster.pdf?1606819413
- The Ring of Emotions Framework ECP.pdf (whatmotivateslearning.com)
- Self Soothing Techniques https://positivepsychology.com/self-soothing/
- Emotional regulation Skills https://positivepsychology.com/emotion-regulation/
- Creating Safe Spaces in Schools https://www.annafreud.org/schools-and-colleges/5-steps-to-mental-health-and-wellbeing/promoting-wellbeing/create-a-safe-environment-for-pupils-and-staff/