

# tiney

## Supporting children to manage their feelings and behaviour



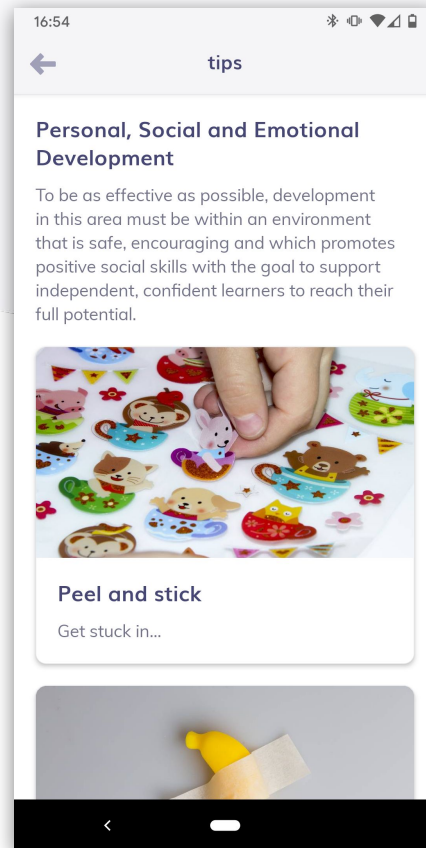
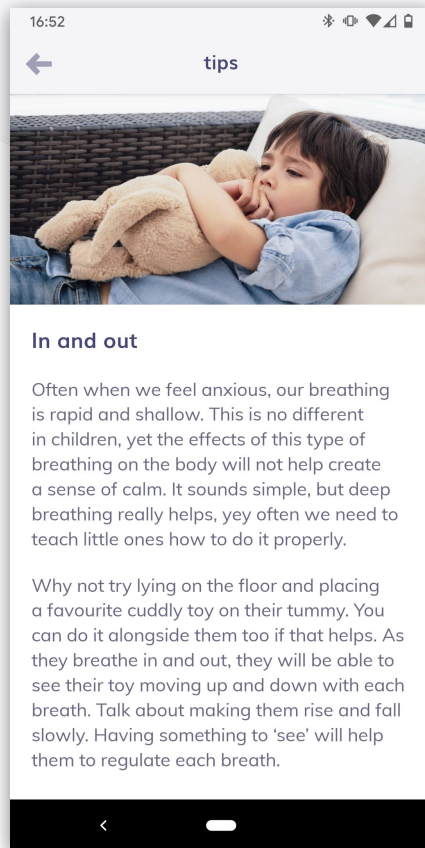
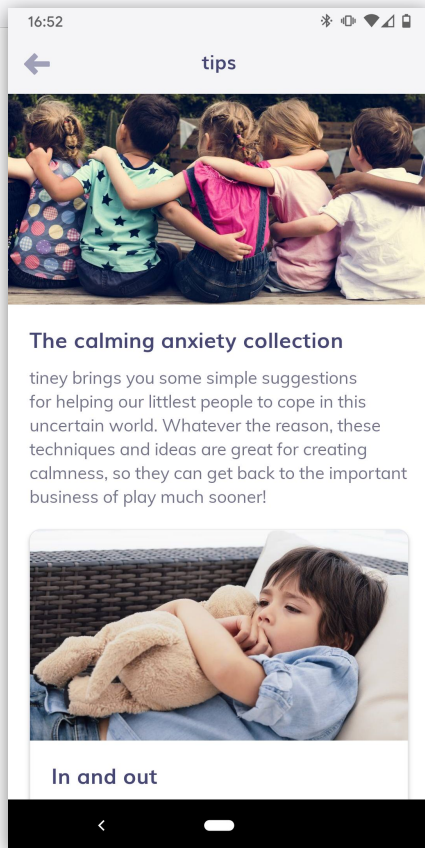
Sarah Read  
Head of Safeguarding



Romana & Ramisha's  
tiney home in Mitcham

**tiney is an early years organisation founded by the team from Teach First. We're supporting a new generation of childminders to give more children high-quality early years care, with a focus on developing skills in supporting children's self regulation/resilience and independence**

# tiney tips



# What is Self-Regulation?

Our ability to control:

- ★ our attention
- ★ thinking
- ★ behaviours
- ★ social interactions

in order to achieve our goals. Where children have opportunity to develop these skills in the early years they will experience lifelong benefits.

# The basics

- ★ Strong relationships
- ★ Responsive interactions
- ★ Safety and security
- ★ A welcoming environment where children can thrive

# Day to day principles for interactions

- ★ Have real conversations
- ★ Let the children lead
- ★ Problem solve with, not for, children
- ★ Give space to struggle
- ★ Role model how to face challenges
- ★ Let them teach you!

## Supporting in the moment

### 1. Be their translator

'It looks like you...'

'Are you trying to tell me...'

'Are you feeling...'

'It seems like you're...'

'I'm guessing you feel...'



## Supporting in the moment

### 2. Problem solve with them

‘What can we do about this problem?’

‘How can we work this out?’

‘What would make this better?’





## When you need to step in...

'I can't let you... So I'm going to...'

'I can't let you hit Maxi, so I'm using my gentle hands to move you over here.'

'I can't let you throw those blocks, so I'm going to put them away.'



## When you need to step in...

### Sports commentator

'You're holding onto the swing. Your hands are holding tight. I'm going to use my gentle hands to help you let go. I'm holding you close to me as we leave the park. It seems like you're very upset. Sometimes we feel sad when we have to stop doing something we like etc...'



**Independence:** Doing things for yourself, solving your own problems, taking responsibility for your own development

**Resilience:** Pushing yourself, bouncing back from setbacks, keeping trying



## Independence

Get children fully involved  
in day to day routines

e.g. Self service snack



## Independence

### Expand opportunities for child-led learning

e.g. Deconstructed role play

Put lots of open-ended resources in an open space (e.g. cardboard boxes, crates, tubes, fabrics, mirrors, hats, other household items).

Encourage them to use their imaginations and create whatever they want.



## Resilience

### e.g. A game like 'What's bugging you?'

Get some toy insects or pictures (or other animals!)

Give each an emotion (e.g. lonely as a ladybird, worried as a wasp, scared as a spider, grumpy as a grasshopper)

Ask children to act them out

Go from there - conversation, roleplay!



## Resilience

**e.g. Letting children get emotions out in appropriate ways, like squashing recycling or breaking twigs**

And role playing:

If I was feeling happy, I might squash this box like this.

If I were feeling angry, I'd break this stick like this.



**It starts with you!**

**How do you regulate your feelings? How do you maintain your own wellbeing so that you can role model being resilient and dealing with challenges?**





**Thank you!**

**Come say hi at our (Virtual) Booth  
or drop us an email at  
[community@tiney.co](mailto:community@tiney.co)**