

# Supporting Emotional Regulation

## Purpose

These learning activities are meant to be completed after watching the [Webinar #3 Supporting Emotional Regulation](#) and can be incorporated into mental health education sessions for individuals or groups.

## Learning Objectives

- Build an understanding of the prevalence and impact of trauma on a child/youth’s emotions, behaviours and how trauma may influence their ability to cope in the health care setting.
- Build on current skills to support children and youth with emotional regulation.

## Learning Activities

### Activities: Trauma and Early Childhood Experiences

Time	Target Audience	Activity
5 minutes	Individual	<a href="#">Video: Childhood Trauma and the Brain</a>
16 minutes	Individual or group	<p>Watch the following TED talk: <a href="#">How childhood trauma affects health across a lifetime</a></p> <p>If watching as a group discuss together and share other sources of information that might be helpful for additional learning.</p>
15-20 minutes	Individual or group	Review the <a href="#">In Plain Sight Report</a> and model (page 19). Discuss how these experiences with healthcare settings and providers can affect emotions, feeling of safety and trust. How can the learnings be applied in your personal practice and healthcare setting?
<b>For more in-depth information on trauma informed care</b>		
<p>Each module can be completed in approximately 30 minutes or less</p> <ul style="list-style-type: none"> <li>● should be taken in order</li> </ul>	Individual	<p><a href="#">Trauma Informed Practice: E-learning modules:</a></p> <ul style="list-style-type: none"> <li>● Consists of seven (7) foundational self-study modules</li> <li>● The modules have been designed for a broad audience</li> </ul> <p>*Also available via the <a href="#">Learning Hub</a></p>

**Activities: Supporting Emotional Regulation**

Time	Target Audience	Activity
10-15 minutes	Group or Individual	<a href="#">Window of Tolerance</a> Review the window of tolerance and discuss its relationship to emotional regulation and coping. Is this something you could use with children and youth that you care for?
7 minutes	Group or Individual	<a href="#">Positive Behavioural Support: It happens for a reason!</a> This video by the NHS provides an awareness of what can cause challenging behaviour in people with learning disabilities and/or autism.

**Additional Resources**

[Beacon House Therapeutic Services and Trauma Team](#): This website includes a number of resources on trauma and adversity. In particular, they have a Child and Family Mental Health category with a variety of excellent resources.

[Compassion Informed Care](#) video

[Comprehensive Trauma Informed Practice Guide](#): This Guide was developed on behalf of the BC Provincial Mental Health and Substance Use Planning Council in consultation with researchers, practitioners and health system planners across British Columbia, 2018.

[Healing Families, Helping Systems: A Trauma-Informed Practice Guide for Working with Children, Youth and Families](#). Comprehensive guide developed by the Ministry of Children and Family Development, 2017.

[Understanding and Addressing Vicarious Trauma](#): Online Learning Module (PHSA Learning Hub) 2017.

[Motivational Interviewing](#): UBC Continuing Professional Development is free, accredited; 2-hour online course introduces Motivational Interviewing (MI): a collaborative, patient-centered style of communication that can help strengthen personal motivation to change. Through a series of videos, self-reflective questions, exercises, and role-playing activities, this course will introduce you to the key elements of MI, and provide support and advice for successfully integrating MI into your clinical practice. This course has been created in partnership with Live 5-2-1-0 at BC Children's Hospital, and designed for all healthcare providers that work with children and their families.

[Creating space for Indigenous healing practices in patient care plans](#): Article