



## Module specification

1. Factual information			
<b>Module title</b>	NC5206: Supporting Children to Regulate Behaviour		
<b>Module tutor</b>	Tamsin Grimmer and Viki Bennett Kane	<b>Level</b>	5
<b>Module type</b>	Taught	<b>Credit value</b>	20
<b>Mode of delivery</b>	100% face-to-face		
<b>Notional learning hours</b>	200 notional hours, made up of:  Lectures: 20 hours  Guest speakers: 2 hours  Workshops/Drop-Ins: 3 hours  Independent study: 175 hours		

2. Rationale for the module and its links with other modules
Have you ever wondered why children behave the way they do? All behaviour is a form of communication and children are developing self-regulation over many years. As adults, we need to enable children to work out what to do when they feel overwhelmed with emotions and use strategies to support them. Students need to understand the impact that approaches such as behaviourism and relational practice have on children and develop their skills when supporting children to regulate behaviour, as well as how their own ability to self-regulate affects their responses to children's behaviour. This module is the second of three modules and builds on the foundation of NC4206: Introducing Self-regulation and is a pre-requisite for NC6205: Embedding Self-regulation into Practice Through Play.

3. Aims of the module
This module will build on the knowledge of self-regulation with a particular focus on social and emotional self-regulation, building on students' understanding of the wider context of the ecosystem. There will be opportunities for students to critically analyse learning theory related to behaviour and deepen their understanding of the neuroscientific process of self-regulation. Students will explore the importance of sensory integration for both neurotypical and atypical development. They will also reflect on how their own values, attitudes and beliefs are shaped by their own experiences and the wider socio-cultural, eco-political context. By the end of the module, students will understand how social and emotional self-regulation and sensory integration lay the foundation for cognitive self-regulation and wellbeing. Students will also explore a range of practical strategies to support children to regulate their behaviour and consider how their own self-regulation may affect how they support children to self-regulate.



<b>4. Pre-requisite modules or specified entry requirements</b>
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None.
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<b>5. Is the module compensatable?</b>
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No.
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<b>6. Learning, teaching and assessment strategy for the module</b>
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Face-to-face teaching
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Tutor-led and student-led seminars and tutorials, supported by direct research of texts and journals
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Self-directed study
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Collaboration through group work
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Research based tasks and online information searches
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Viva responding to case study and supported notes/references submitted as word document/PDF via Turnitin
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**7. Intended learning outcomes** *At the end of the module, learners will be expected to:*

1. Have a critical understanding of the role of the adult as a self-regulator and co-regulator in supporting the development of self-regulation
2. Demonstrate a critical knowledge of theories related to behaviour, sensory integration and self-regulation
3. Critically analyse the role of attunement in understanding children's behaviour
4. Provide a rationale for and apply a range of strategies that can support children's ability to self-regulate and support their wellbeing

A: Knowledge and understanding	B: Cognitive skills	C: Practical and professional skills	D: Key transferable skills
A1; A2; A3	B1	C1	D1; D2

**8. Indicative content** *This should provide an overview of content over the number of weeks of module delivery*

- Loving pedagogy and professional love underpinning relational practice
- Critical analysis of theories of development in relation to behaviour including emotional development within the wider context of the ecosystem
- Behaviour as a stress response, including polyvagal theory, and the impact of the environment and caregivers on stress regulation
- Exploration of sensory integration and sensory processing and its impact on self-regulation.
- The attunement process – theoretical and assessment frameworks
- Preventative and proactive strategies
- Focus on practitioners' self-regulation in order to co-regulate children, including self-sustainability and meta-emotion philosophy, applying emotion coaching skills to respond to the needs of the child
- Assessment Week – Viva in response to case study

This module provides opportunities for you to evidence the Early Childhood Graduate Practitioner Competencies <https://www.ecsdn.org/wp-content/uploads/2021/09/ECSDN-Booket-Rev-July-2020.pdf>.

## 9. Assessment

### Assessment rationale

Early years professionals need to enable children to work out what to do when they feel overwhelmed with emotions and use strategies to support them. Nannies will be expected to support children to regulate their behaviour and work in partnership with families to do so. This case study assessment will offer students the opportunity to demonstrate their insights and practise the skills they would use working with a family in order to support a child in developing self-regulation.

Students will choose from three case studies, which all include a scenario where the nanny needs to work with a family to support a child in developing self-regulation in different contexts. They will submit a fully referenced action plan outlining how they would respond and the information they would share with parents/carers, including ongoing support to empower the parents in helping the child/ren. Students will have a 15-minute viva where they are the nanny and their lecturers will take on the role of the parent asking questions about their action plan.

Assessment task/s	Weighting	Trimester submitted	Grading (Pass/Fail or %)	Module Learning Outcome(s) that the assessment task maps to
<i>Case Study Viva:</i> Individual viva on case study with action plan - 15 minutes (1,500 word equivalent) - Action plan (1000 equivalent) - Reference list	100%	T2	%	All

## 10. Teaching staff associated with the module

### Name and contact details

Tamsin Grimmer - [Tamsin.Grimmer@norland.ac.uk](mailto:Tamsin.Grimmer@norland.ac.uk)

Viki Bennett Kane - [Viki.BennettKane@norland.ac.uk](mailto:Viki.BennettKane@norland.ac.uk)

11. Core reading list				
Author	Year	Title	Location	Publisher
Conkbayir, M.	2023	<i>The Neuroscience of the Developing Child: Self-Regulation for Wellbeing and a Sustainable Future</i>	London	Taylor & Francis
Gilbert, L., Gus, L., & Rose, J.	2021	<i>Emotion Coaching with Children and Young People in Schools: Promoting Positive Behaviour, Wellbeing and Resilience</i>	London	Jessica Kingsley
Grimmer, T.	2022	<i>Supporting Behaviour and Emotions in the Early Years: Strategies and Ideas for Early Years Educators</i>	London	Routledge
Shanker, S.	2016	<i>Self-reg: How To Help Your Child (And You) Break The Stress Cycle and Successfully Engage With Life</i>	London	Hodder & Stoughton

12. Other indicative text (e.g., websites)
<p>Archer, C. and Siraj, I. (2015) <i>Encouraging Physical Development Through Movement-Play</i>. London: Sage.</p> <p>Ayres, J. (2005) <i>Sensory Integration and the Child</i>. Los Angeles: WPS.</p> <p>Delahooke, M. (2022) <i>Brain-body Parenting</i>. New York: Harper Collins.</p> <p>Emotion Coaching UK – <a href="https://www.emotioncoachinguk.com/">https://www.emotioncoachinguk.com/</a></p> <p>Erdmann, K.A. and Hertel, S. (2019) ‘Self-regulation and co-regulation in early childhood – development, assessment and supporting factors’, <i>Metacognition &amp; Learning</i>, 14(3), pp. 229–238.</p> <p>The Gottman Institute – <a href="https://www.gottman.com/">https://www.gottman.com/</a></p>



- Gottman, J. (with DeClaire, J.) (1997) *Raising an Emotionally intelligent Child: The Heart of Parenting*. New York: Simon and Shuster.
- Grimmer, T. and Geens, W. (2023) *Nurturing Self-regulation in Early Childhood*. London: Routledge.
- Gold, C. (2017) *The developmental science of early childhood : clinical applications of infant mental health concepts from infancy through adolescence*. New York: W. W. Norton & Company.
- Gross, J. J. and Barrett, L. F. (2011) Emotion Generation and Emotion Regulation: One or Two Depends on Your Point of View. *Journal of the International Society for Research on Emotion*, 3(1), 8–16.
- Gus, L., Rose, J. and Gilbert, L. (2015) Emotion Coaching: a universal strategy for supporting and promoting sustainable emotional and behavioural well-being. *Journal of Educational and Child Psychology*, 32.1, 31-41.
- Immordino-Yang, M. and Damasio, A. (2007) 'We feel, therefore we learn: The relevance of affective and social neuroscience to education.' *Mind, Brain and Education Journal*, 1.1, 3-10.
- Karp, H. (2008) *The Happiest Toddler on the Block*. New York: Random House.
- Keep Your Cool Toolbox App <https://keepyourcooltoolbox.com/> Mine Conkbayir Consultancy
- McClelland, M. and Tominey, S. (2016) *Stop, Think, Act: Integrating self-regulation in the early childhood classroom*. London: Routledge.
- O'Connor, A. and Daly, A. (2016) *Understanding Physical Development in the Early Years: Linking bodies and Minds*. London: Routledge.
- Porges, S (2017) *The Pocket Guide to the Polyvagal Theory: The Transformative Power of Feeling Safe*. New York: W W Norton & Co.
- Siegel, D. (2013) *The Developing Mind*. New York: Guildford Press.



Sunderland, M. (2016) *What Every Parent Needs to Know*. London: Dorling Kindersley.

Twardosz, S. (2012) The Effects of Experience on the Brain: The Role of Neuroscience in Early Development and Education, *Early Education and Development* 23:96-119.

### 13. List of amendments since last (re)validation

Area amended	Details	Date Central Quality informed



Document Control Information	
Policy Title:	NC5206 Module specification
Version number:	V4.0/TG/24-07-25
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