**Regulation Video Transcript**

NARRATOR: Children begin to explore the world around them and take in information

as soon as they are born. As the information is taken in, they start to develop their ability to process and manage responses. This ability is developed over

time and is called regulation. Regulation is a term used to describe how we keep our bodies in a calm, alert state. When a child is calm and alert, they are ready to share attention, learn, and interact with others and their environment. It is the ability to

manage how your body feels and the emotions we experience.

Audio description: B-roll images, followed by text on screen, “Regulation: How we keep our bodies in a calm, alert state” then B-roll images.

KELLY MAHLER, Occupational Therapist: I always think about this in terms of an infant and what do we do with an infant to help them stay regulated? We give them lots of sensory input. We wrap them tightly in a blanket to give them the nice, firm, deep touch, pressure. We might slow rock them back and forth to give them nice, slow movement that's very calming to their system. We might feed them and put a pacifier in their mouth to give them that

oral input that's very soothing to their system. And as a child grows, it's really important that we help them to stay regulated.

Audio description: Text on screen, “Help them stay regulated”

NARRATOR: Young children sometimes depend on you to help them get to that

calm, regulated state, which is called co-regulation. The caring, supportive

interactions you provide are needed for the child to learn to regulate. As children grow, their capacity to manage their own physical and emotional selves increases, which is known as self-regulation. Children become better equipped to manage strong emotions or feelings in the face of frustration, unexpected changes, and challenges with time and practice. Simply stated, self-regulation is the way you or a child controls behaviors, emotions, thoughts, and impulses while managing the sensory world around them.

Audio description: Text on screen, “Co-regulation: helping a child get to that calm, regulated state;” followed by images of children, text on screen, “Self-regulation: controlling one’s own behavior, emotions, thoughts, and impulses”

DR. VALERIE ALLOY, Ohio Department of Mental Health and Addiction Services: We know that the brain develops sequentially. And when aspects of the brain are underdeveloped or overstimulated or activated, this can cause what we call dysregulation in children. The dysregulation is often emotional, psychological, and physical.

NARRATOR: So being unable to get to or remain in a calm, alert state is known

as dysregulation. It is when a child's physical and emotional responses indicate to you that he or she is not able to connect with you in the moment.

Audio description: Text on screen, “Dysregulation: being unable to get to or remain in a calm, alert state”

KELLY MAHLER: And it just feels really unsafe to them.

NARRATOR: Possible cues that a child is dysregulated may not always be obvious. You might notice strong behaviors or maybe a child withdraws and becomes quiet. Toddlers and young children may use nonverbal signals like facial expressions, gestures, and crying to express their emotions.

Audio description: Graphic image of a girl’s silhouette appears on screen with zig zags projecting outward and the image moving followed by text on screen, “Strong behaviors, withdraws, becomes quiet.” Image of child changes to a boy then text on screen, “facial expressions, gestures, crying”