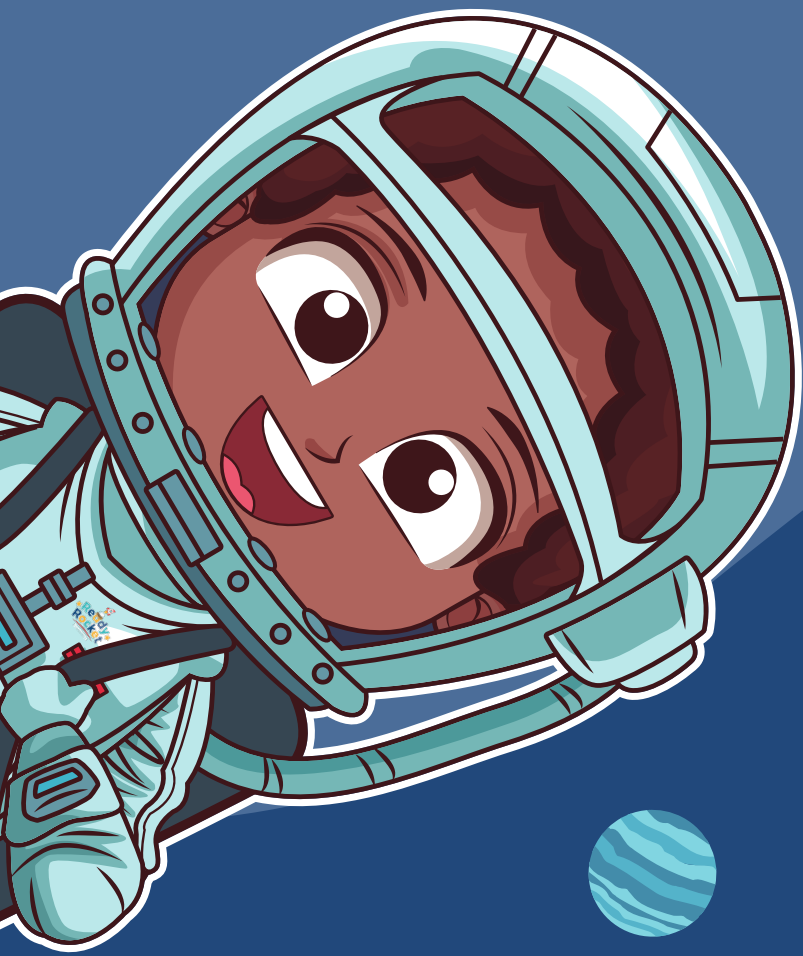




All About Emotions!

Bella Martini
& Tash O'Connor



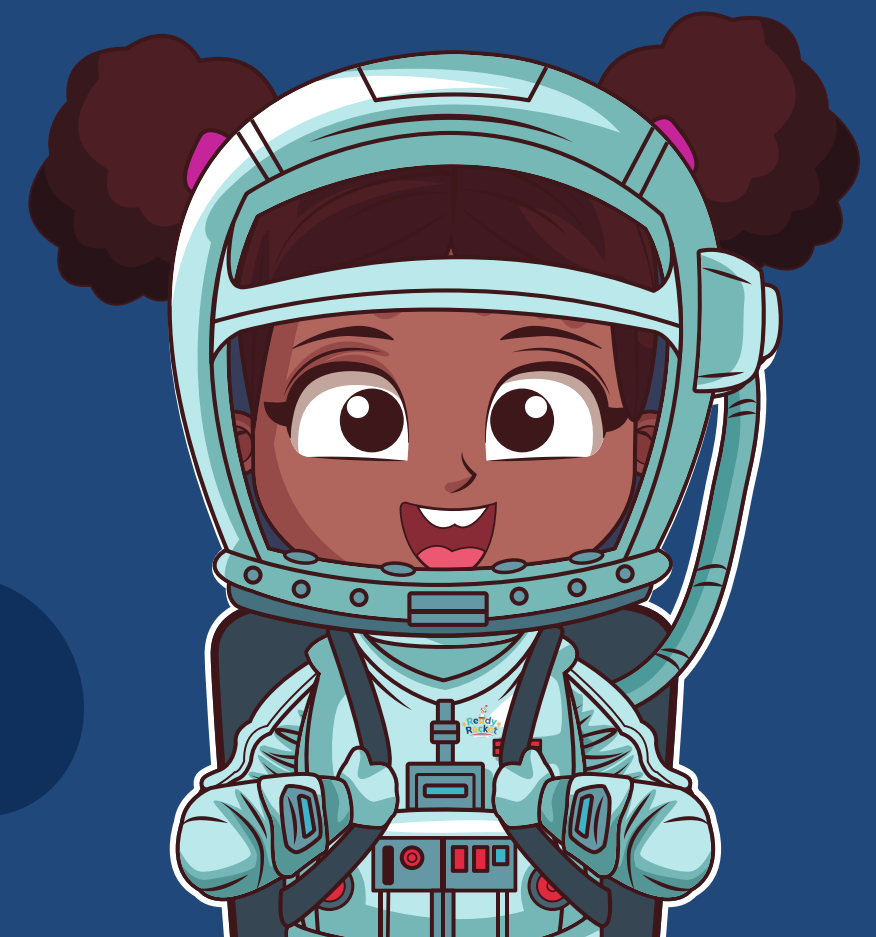
WWW.READYROCKETRESOURCES.COM



READY ROCKET RESOURCES



@READYROCKETRESOURCES



What Will be Covered:

“All About Emotions: A Neurodiverse-Affirming Approach to Supporting Clients to Develop Emotional Regulation Skills”

- Learn about what emotional regulation means for the children you are supporting
- Understand the developmental stages of emotional regulation
- Learn about the crucial steps before a child can self-regulate their emotions, including meeting sensory and interoceptive needs
- Learn about how to support children with their regulation using neurodiverse-affirming practice
- Learn about best practice strategies for supporting children's emotions

The Team Behind



Tash

Bella

Senior Paediatric Occupational Therapists

Tash O'Connor BSc OT

Bella Martini BSc MOT

Ready Rocket Resources is the brainchild of two Senior Paediatric Occupational Therapists, who are devoted to creating resources that promote “readiness skills” in the area of social emotional learning.

Bella and Tash are passionate about creating inclusive resources that are neurodiverse-affirming, in order to help **all** children learn and grow in a way that best suits them.

Bella and Tash pride themselves on moving away from behavioural approaches to emotional regulation, and educating parents, teachers and therapists to consider what might be underlying emotional dysregulation, or other barriers to skill development.

The Journey to Here

Over time, we noticed a significant shift in the way children are supported with their emotional regulation, particularly with the growing awareness of neurodiversity.

Motivated by a desire to **bridge the divide** between existing emotional regulation resources and the evolving research on **interoception** and **neurodiverse-affirming practices**, we decided to collect information from families, teachers and therapists in 2020.



Tash

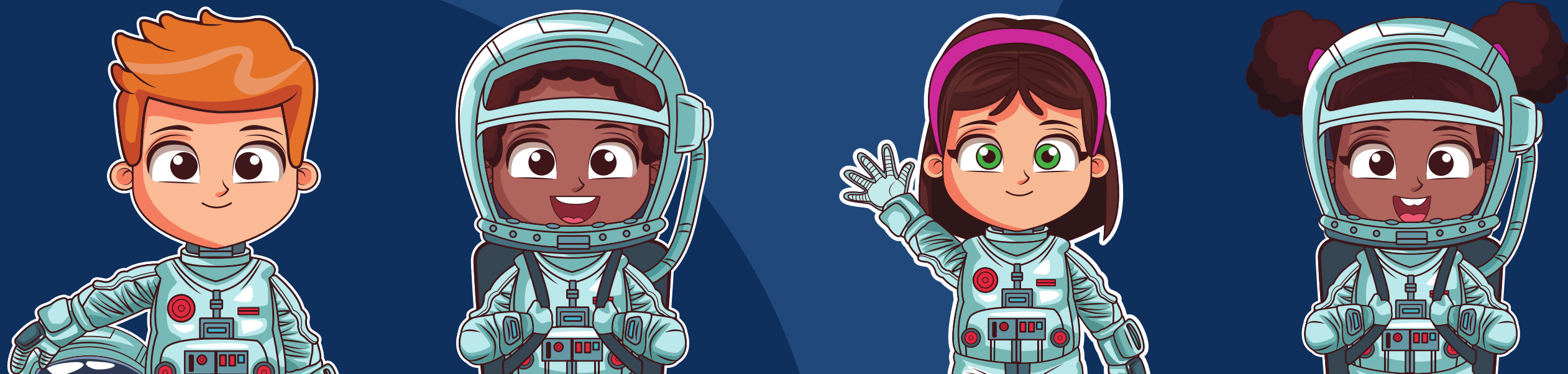
Bella



Nothing about us, without us.

Our mission 🎯 at Ready Rocket Resources is to celebrate the diverse ways in which children think 🧠, feel ❤️, and connect 🤝 with others. We want all kids 👧👦 to feel safe and secure within themselves by fostering an understanding 🧠 of their own needs and emotions. 🚀🌈

Ready Rocket Resources regularly meets with neurodivergent individuals and health professionals (including psychologists and occupational therapists) with lived experience, to ensure the information presented in our resources are affirming and reflecting ongoing best practice. Please reach out if you have any questions about this!



What Are Emotions?

- Subconscious neurological reactions created by our brain in response to something happening around us (trigger)



- Researchers have sorted the vast array of emotions into 27 different categories with eight primary emotions:
 - Anger
 - Fear
 - Sadness
 - Joy
 - Disgust
 - Surprise
 - Trust
 - Anticipation

What Are Emotions?

- Physical changes occur in the body
 - Heart rate
 - Rate of breathing
 - Sensations in the stomach
 - Thinking patterns
 - Increase or decrease in energy/speed
- Hyper-arousal and hypo-arousal
- To regulate: control, adjust or maintain our level of arousal
- Does not always mean we need to be “calm”
- Consider the environment



The Emotion Parts



We have **3 parts** of the brain **involved in emotions**:

- Prefrontal Cortex
 - Responsible for learning and concentration.
- Limbic System:
 - Responsible for a huge part of our emotional reactions
 - Includes the hypothalamus, hippocampus, amygdala and the limbic cortex
- Brainstem:
 - Controls flow of information between the brain and body
 - Includes midbrain, pons and medulla oblongata
 - “Fight or flight” brain
 - Involved in basic body functions (breathing, heart rate, blood pressure, swallowing, etc.)

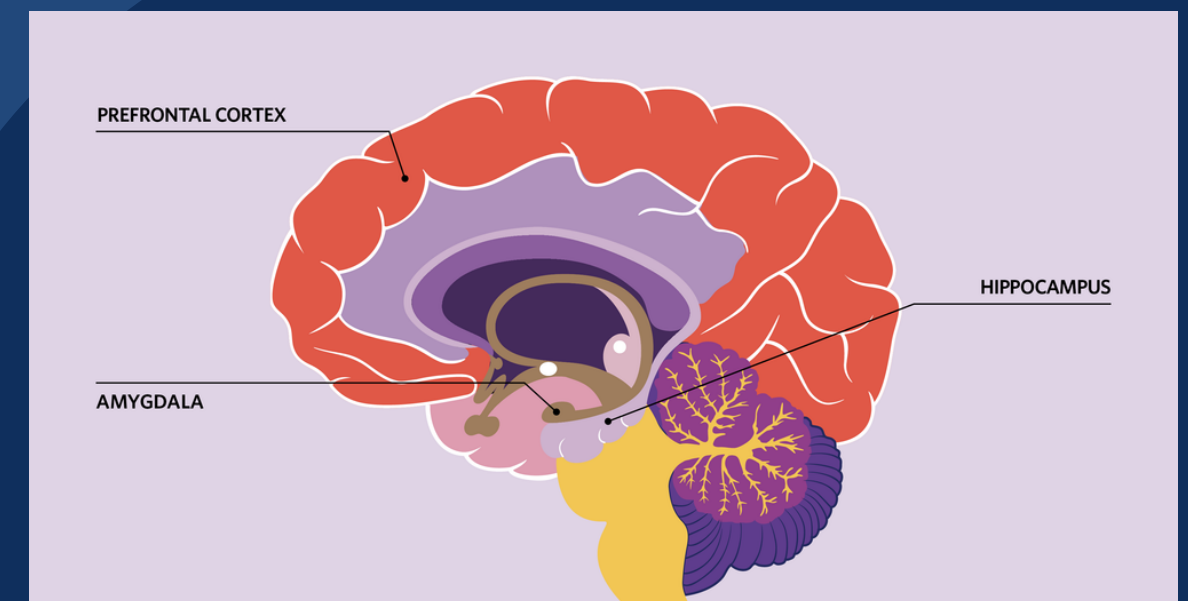
The Child's Developing Brain

The human prefrontal cortex is not fully developed until age 25

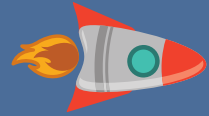
The Prefrontal Cortex:

- Decision-making part of the brain, responsible for:
 - Planning, problem solving, impulse control
 - Emotional control, reasoning, transitions between tasks, memory, focus and attention

When we can consider the functions of the prefrontal cortex and lack of development for children, we can better understand a child's actions and appropriately adjust our expectations.



STAGES



Birth to One:

Learning about the world around them

Guided by the emotions that are pre-wired

Unpleasant stimuli (dirty nappies) & Pleasant stimuli (cuddles or milk)

Joint attention (following adult's gaze)

One to Two Years:

Learning to point to request items (may show frustration or delight if adult brings item to them or not)

Develop empathy and pride

Two to Three Years:

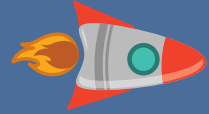
Growing vocabulary and independence!

Personality manifests

The child begins to test limits on what behaviours are acceptable

Learning to use words to express their feelings

STAGES



More interactive play

Learns more about coping with the big emotions

Greater demands (turn taking and sharing)

Can recognise and identify emotions

Finding positive ways to express how they are feeling

Still learning how to manage feelings of frustration.

Learning about different perspectives

Larger outbursts when things don't go to plan

Understand the consequences of their actions

Giving praise to others

Apologizing for unintentional mistakes.

STAGES

Around the onset of puberty

Will try and work out conflicts on their own but will seek out help from adults to solve problems with peers

Feelings pride with carrying out chores/tasks with independence

Better express their emotions

Better able to handle frustrations on their own

Able to stand up for themselves and have a strong sense of what is fair

Want to assert their independence

Learning to manage higher level feelings like social rejection

Sensitive about how other people view them

Emotional Regulation

External Regulation

Co-regulation

Self-regulation



When someone can only find and maintain regulation with direct support from an outside person

When someone can find and maintain regulation with the support and assistance of an outside person

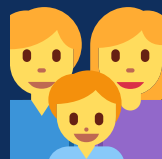
When someone can find and maintain regulation by themselves, as a result of **many** co-regulation experiences.

Emotional Regulation is not linear

Through our journey from the time we were born to now, we've had thousands of learning experiences that have shaped how we receive, process and respond to our emotions.



Our ability to regulate our emotions is impacted by a number of factors.



Our Aim

Coaching others
to clearly
understand
what we should
expect from
children at various
ages and stages.



What Are Our Aims As Neurodiverse-Affirming Therapists?

Our aim is to celebrate the individual that we are supporting in how they experience emotions, whilst also giving children helpful tools to:

- 🌈 Feel safe and secure within themselves by understanding their own needs and feelings. ✨
- 🌈 Solve problems by recognising and understanding the signals their bodies give them, helping them to process their unique experiences. 🔍
- 🌈 Recognise how they come to feel their emotions first and supporting them to advocate for these emotions safely 🎭💬
- 🌈 Learn more about how their bodies react when emotions become overwhelming and discover ways to express and move through those experiences. 🌊💪

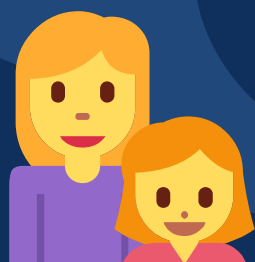
Factors to Consider in Emotional Regulation



Temperament



Adversity



Attachment



Consideration of the Natural Stress
Response
(Fight/Flight/Freeze/ Fawn)



Co-regulation



Neurodiversity



Unmet internal needs



Sensory Processing



Interoception



Current Skill Development

Strategies for Emotional Regulation



Parent & teacher coaching



Adult regulation strategies



Co-regulation strategies



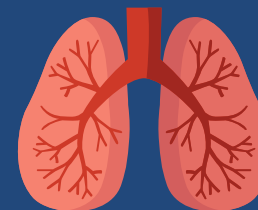
Teaching a child to recognise and express emotions



Supporting the understanding of the natural stress response



Proprioceptive & vestibular input



Interoceptive strategies



Mindfulness-based stress reduction



Individualised skill acquisition

The Galaxy Guide to Running My Rocket

A JOURNEY THROUGH EMOTIONS AND SPACE!



Factors to Consider

Temperament

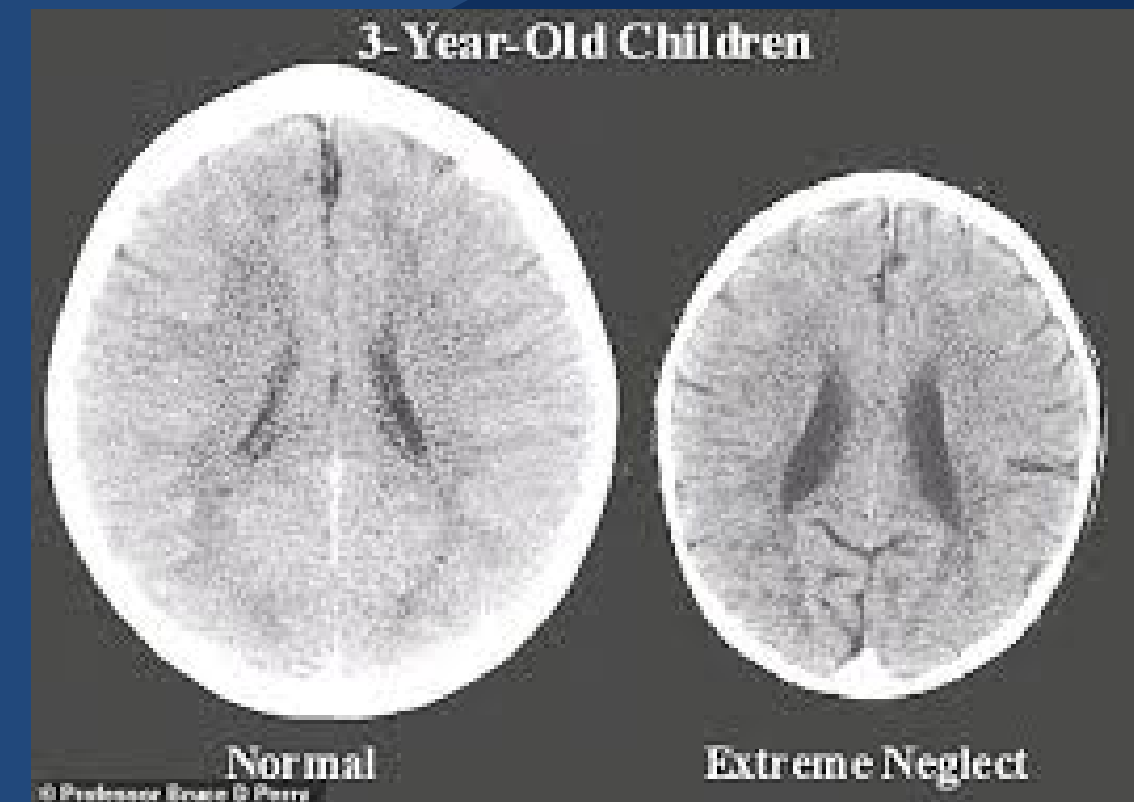
- The child's development of self
 - Flexible: calm disposition and able to adapt to changes
 - Active: intense reactions and apprehensive of new environments
 - Slow to warm up/cautious: presenting with a shy disposition but warm up with repeated exposure to new environments and people



Factors to Consider

Adversity

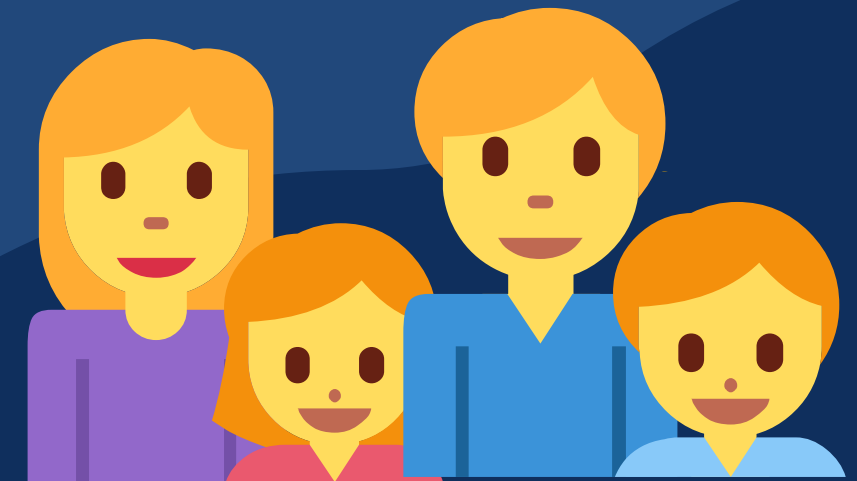
- Experiences of:
 - Poverty
 - Neglect
 - Trauma
- Can have a negative effect on the developing brain and a child's ability to regulate their emotions



Factors to Consider

Attachment

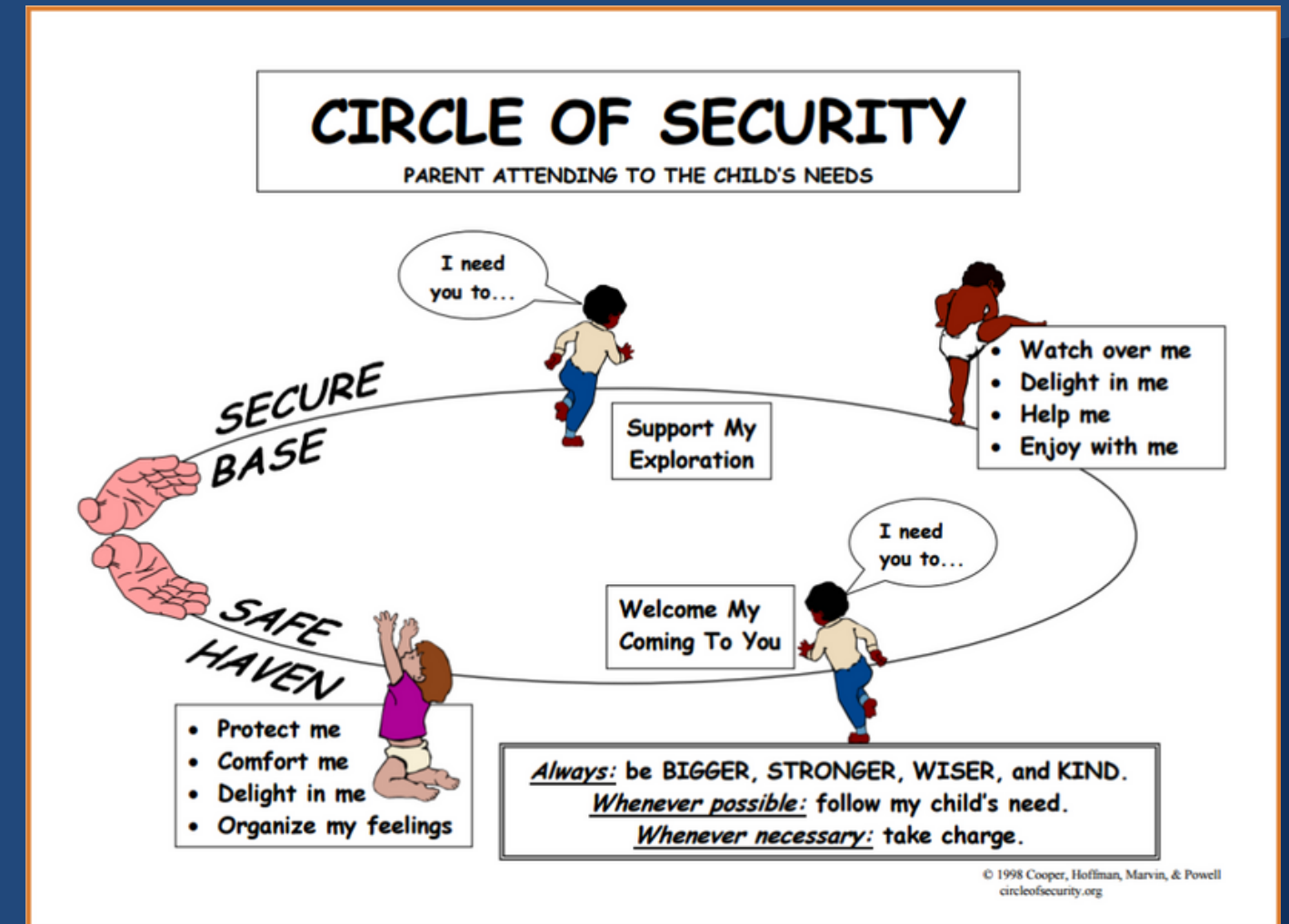
- The child's relationship to others
- Begins with parents or immediate caregivers
- Forms around trust and allows child to seek out support during times of stress
 - Secure attachment
 - Resistant or ambivalent attachment
 - Avoidant attachment
 - Disorganised attachment
- Attachment style has a strong impact on the development of emotional regulation



Emotional Regulation Strategies

Parent & Teacher Coaching

- Education on individualised factors:
 - Temperament
 - Adversity
 - Attachment
- Circle of Security
- Advocacy
 - Classroom and group expectations
 - Goal setting
 - Individualised education plans (IEPs)



Factors to Consider



Consideration of the Natural Stress Response

Our bodies have an in-built stress response.

This is the **fight/flight/freeze/fawn** response.

When we experience extreme emotions or perceive a threat, our brain interprets this as a danger, triggering uncomfortable sensations and different feelings.

This is a big deal for kids!

This response is magnified in kids, especially because they are still learning **how to use strategies** that work to calm their brain and body.



Factors to Consider



Consideration of the Natural Stress Response

Dr Dan Siegel's Hand Model of the Brain:

Dr Dan Siegel talks about two parts of the brain:

1. "thinking brain"
2. "feeling brain"



Rational thought
and making decisions



Feeling all
the feels

**What the stress response
does to our brain:**

When our stress response is
triggered, there is a disconnect
and the "feeling brain" takes over!



**Dr Dan
Siegel**

Clinical
Professor
of Psychiatry



Emotional Regulation Strategies



Supporting Understanding of the Natural Stress Response

Education/reminders for parents, teachers or other significant adults in the child's life

Child-friendly explanations to help children understand what happens in these moments

Hand model of the brain
(Flip your lid)

Upstairs/downstairs
brain

Seesaw
concept

or you might have your own!



Foggy Galactic
Goggles

Factors to Consider

Co-Regulation

Say goodbye to the thinking brain... for now!

In these moments, it can be difficult for kids to:

- SOS** take in and follow instructions
- SOS** verbalise what's happening
- SOS** create a plan to solve their problem
- SOS** keep themselves safe



Dr Caroline Leaf

Cognitive Neuroscientist

"When you co-regulate with someone, the mirror neurons in their brain are activated, and this enables the person in the deregulated state to literally mirror your calmness"

Emotional Regulation Strategies



Adult Regulation Strategies

Let's consider our own self regulation before stepping in to support the child.

Strategies to help our own emotional regulation:

- Deep breathing
- Delaying your response to the child
- Tag teaming with another support person
- Taking your co-regulation outdoors
- Making self-care moments for you



Emotional Regulation Strategies



Co-regulation Strategies Between Adult and Child

Things an adult could do:

Sit close to the child and get down on their level.

Hold the child's hand.

Rub the child's back.

Hug or cuddle the child.

Nod their head and show kindness through their facial expression and body language.

Help the child move to a safe space, like their bedroom or away from a busy place.

Turn down background sounds.

Turn down the lights.

Ask other people to give them space.

Find music or smells that we know help them to relax.

(Give a choice of two big physical actions, e.g., throw pillows onto their bed or crash into the couch/a beanbag).

Things an adult could say:

"I know" or "I can see that."

"You didn't expect that to happen."

"I wonder if you feel..." (and not expect an answer).

"I am here with you" or "it's ok to cry, I will be here when you are ready."

"I'm sorry that this doesn't feel fair."

"It's okay to feel upset/ scared/angry."

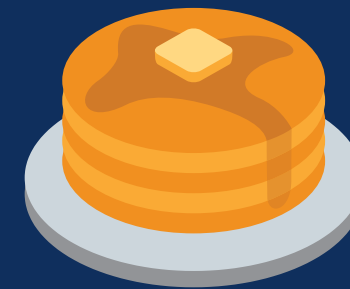
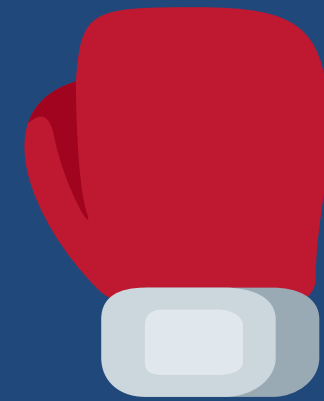
"I won't let you hurt me but you can..."

"It's okay to be angry but it's not safe to hit. You can..."

Co-regulation isn't just for kids!



**How do you co-regulate
and self-regulate?**



Context Dependent Behaviours



Factors to Consider

Neurodiversity

Neurodiversity is the idea that all brains are varied and unique, with people experiencing the world in many different ways.

There is no one “right way” of thinking.

All people, whether neurotypical or neurodiverse, experience, regulate and express emotions in varying ways depending on their past experiences and the present circumstances.



Neurodiversity

Past views related to processing emotions:

In the past it was thought that neurodivergent people did not experience emotions, or could not understand other's experience of emotions.

Neurodiverse people simply use different mechanisms to make sense of their emotional experiences, to manage emotional dysregulation, and to express their emotions.



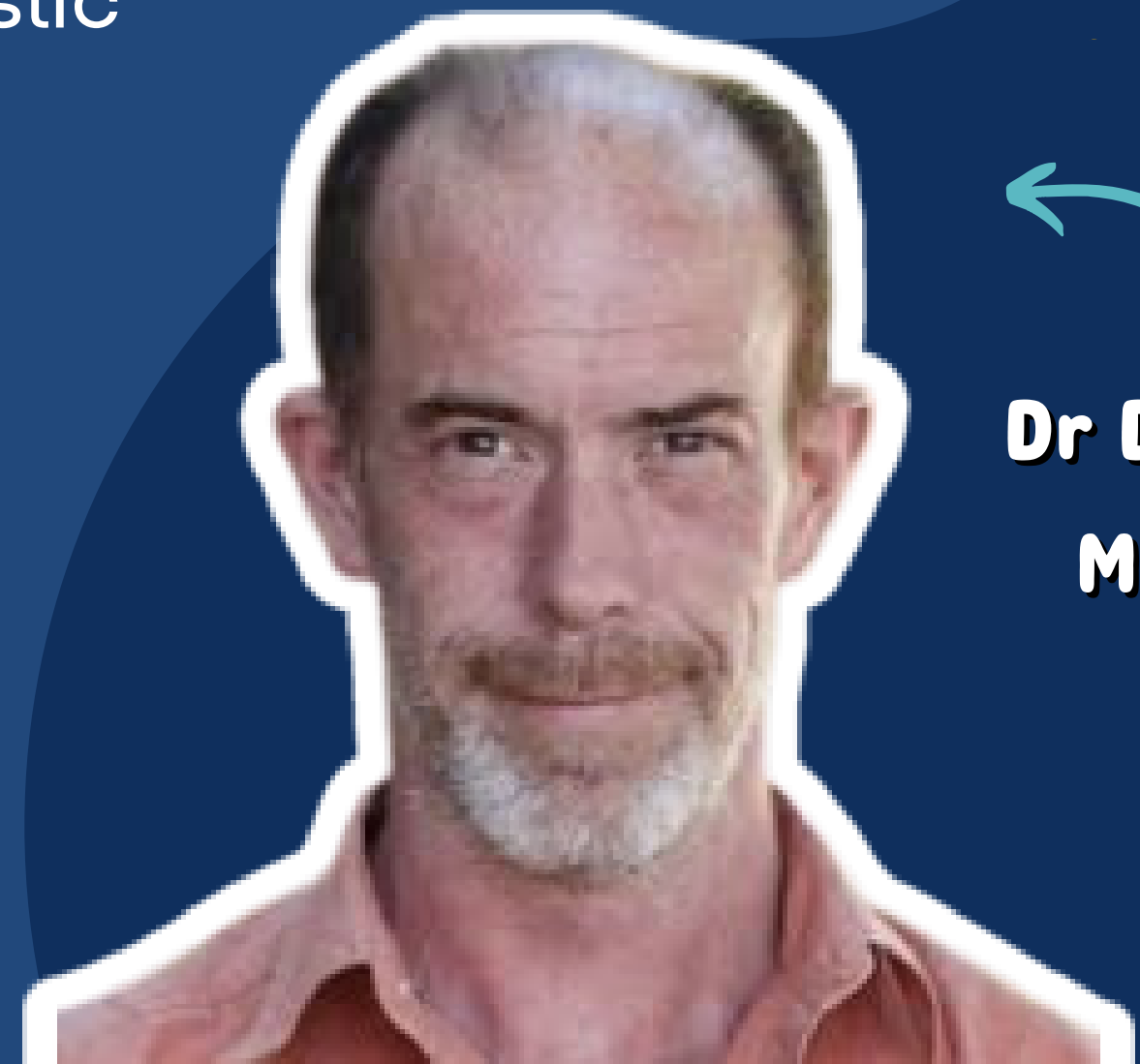
The Double Empathy Problem

Social challenges for neurodiverse people can be due to their neurotypical peers not understanding the way the neurodiverse person is behaving, and vice versa.

Professor Dr Damian Milton proposes a different interpretation for the disconnection between Autistic and non-autistic people.

This is called the “Double Empathy Problem”.

- Autistic people do not lack empathy
- Autistic differences lead to different life experiences, which create a kind of empathy divide.



**Dr Damian
Milton**

The Double Empathy Problem

The empathy divide is experienced by both Autistic and non-autistic individuals. But these groups are not equally affected by the divide.

Because the non-autistic way of communicating and empathising is the typical, expected way, it is accepted as 'normal' and 'correct' by most people.

That means that the atypical, unexpected ways in which Autistic people communicate and empathise are often rejected as 'different' and 'incorrect'.

Autistic empathy is no less compassionate, no less thoughtful, no less 'human' than non-autistic empathy: it is simply **different**.



Alexithymia

Alexithymia: inability to express their emotions or describe them in words

Challenge to comprehend emotions and describe them to others

@autism_sketches



There is no one-size-fits-all approach to emotional regulation.

According to researchers at the University of Denver and Stanford University, there is a difference between “bottom-up” and “top-down” emotional responses.

Are you a top down or bottom up processor?

Top Down Processing



Bottom Up Processing



TOP-DOWN PROCESSING VS BOTTOM-UP PROCESSING

TOP-DOWN PROCESSING

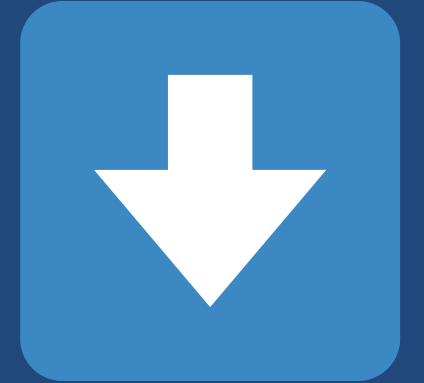
Top-down processing uses higher-level cognitive processes, such as expectations and prior knowledge to influence the interpretation of incoming stimuli. It involves using pre-existing mental models to guide perception and understanding. This allows individuals to make sense of ambiguous or incomplete sensory inputs by inferring missing details.

BOTTOM-UP PROCESSING

Bottom-up processing with the analysis of individual sensory stimuli or features. It involves taking in raw sensory information from the environment and processing it without relying on prior knowledge or expectations. This approach focuses on the elemental details of sensory input and gradually builds up to higher-level perception and understanding.

Different Types of Emotional Processing

Top Down Processing



Stimuli occurs



Our thinking pattern makes us aware of what is happening



We feel based on the thoughts about the stimuli



Molly decided on Sunday that she wants to chill out all day and not study for her test. Monday rolls around and she is feeling anxious because she knows she hasn't studied enough for the test.

Different Types of Emotional Processing

Bottom Up Processing



Analysis of feelings occurs

Body sensations occur

Stimulus occurs

Josh feels something in his body. He then identifies where the pain is. The pain is in his stomach and he realises that he feels sick. He thinks about why he might have a tummy ache? It might be something that he ate. He thinks about what he ate for lunch. He had a chicken sandwich. He infers that eating the chicken sandwich has caused him to feel sick.

While some of us are more aware of our top down responses, others are more aware of our bottom up responses, depending on our neural wiring.

Many neurodivergent children are more aware of their bottom-up processing, perceiving their world through a sensory lens first, before understanding cognitively what an emotion might be.

This means that children do not necessarily need to understand and be able to express how they are feeling with emotional vocabulary **first**, before they can be co-regulated or even begin to find ways to self soothe and process their feelings.

Emotional Regulation Strategies



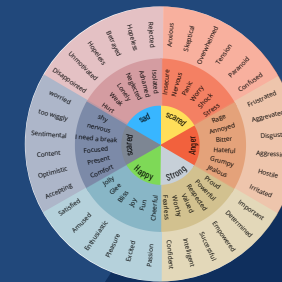
Teaching a Child to Recognise and Express Emotions



Expressing
emotions
can
look
different
for
everyone!

Emotional Modelling

Through adult modelling, we can bridge between the nice and not-so-nice feelings inside their bodies, and the ways in which they might express them.



The Feelings Wheel

Emotional Validation

Emphasis that we might not just feel one emotion at a time and that emotions do not have to follow a linear progression.



Emotional Regulation Strategies

Teaching a Child to Recognise and Express Emotions



Saying how they feel out loud



Showing this with body actions



Using sounds such as “**ARGGHHH**” or “**ICK**”



Drawing their feelings



Using sign language or Key Word Sign



Using alternative communication tools

Consideration of Top Down and Bottom Up Processing

When does your rocket visit this planet?

Allows therapist and child to individualise emotion experience for the child for examples that might happen at home, school and in the community.

I might also show I am visiting Planet ___ when...

Allows therapist and child to discuss sensations that highlight child's arousal level and emotional state for bottom up processors



Factors to Consider



How do underlying needs impact our emotions?

- close relationship between emotions and physical impacts on body
- unmet biological needs + emotions = bigger emotions/behaviours

Dr Stuart Shanker

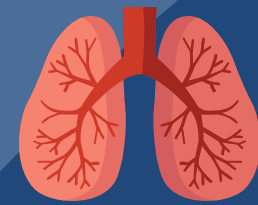
Research Professor
of Psychology & Philosophy



MASLOW'S

HEIRARCHY OF NEEDS

Factors to Consider



Interoception

Our ability to assess how our body feels from the inside, e.g., hunger, thirst, pain, fatigue, temperature etc.

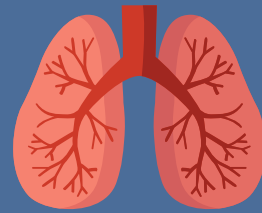
Separating different sensations, e.g., Am I tired or am I hungry? Am I irritated or am I thirsty?

Many neurodivergent individuals experience inner doubt & **interoceptive confusion**.



Kelly Mahler
Occupational
Therapist

Emotional Regulation Strategies



Interoceptive Strategies

Exploration and increasing awareness of internal needs (specific to the activity, e.g., toileting, sport classes, mealtimes, interpreting pain and injury)

Examples of Assessments:

Interoception Sensory Questionnaire (ISQ)
Multidimensional Assessment of Interoception Awareness (MAIA)

Examples of Activities:

Feel your Heartbeat Challenge
How Low Can you Go?
Ask Questions about their pain (sharp? throbbing? feel like rocks?)

Other Resources:

- South Australian Department of Education Applying Interoception Skills in the Classroom Curriculum Ready to Learn Kit - <https://www.education.sa.gov.au/docs/support-and-inclusion/engagement-and-wellbeing/ready-to-learn-interoception-kit.pdf>
- The Interoception Curriculum - <https://www.kelly-mahler.com/shop/>

Emotional Regulation Strategies



Mindfulness-Based Stress Reduction

Breathing Activities

Body Scanning

Grounding

Mindful Activity

Meditation

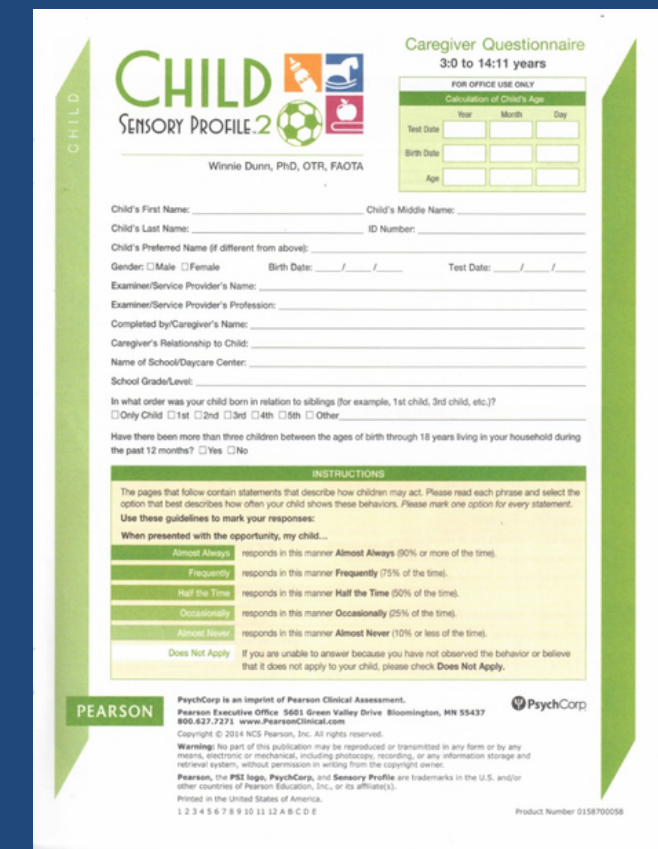
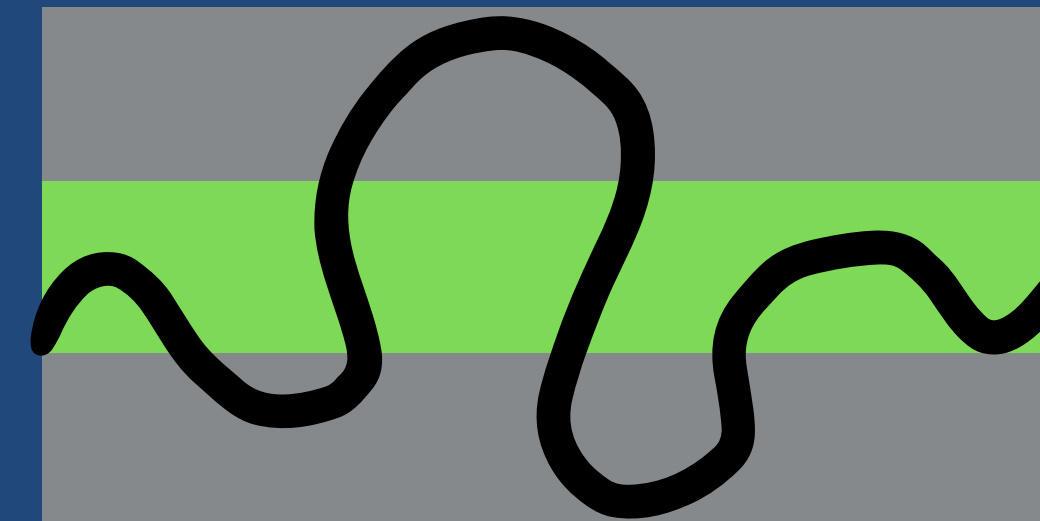
Being out in nature/ listening to soothing sounds



Factors to Consider

Unmet Sensory Needs

Sensory processing is a neurological process that involves perception, organization, and reaction.

The image shows the 'CHILD SENSORY PROFILE 2.0' Caregiver Questionnaire. It is a form for children aged 3:0 to 14:11 years. The form includes fields for the child's name, age, gender, and birth date. It also has sections for the examiner's name and profession, and the caregiver's name and relationship to the child. The form includes a table for recording responses to various sensory items, with columns for 'Almost Always', 'Frequently', 'Half the Time', 'Occasionally', 'Almost Never', and 'Does Not Apply'. The form is published by Pearson and PsychCorp.

too much

just right

too little

seeking

avoiding

low registration

sensitivity

All people, whether neurotypical or neurodiverse, experience, regulate and express emotions in varying ways depending on their past experiences and the present circumstances.

Emotional Regulation Strategies



Sensory Strategies

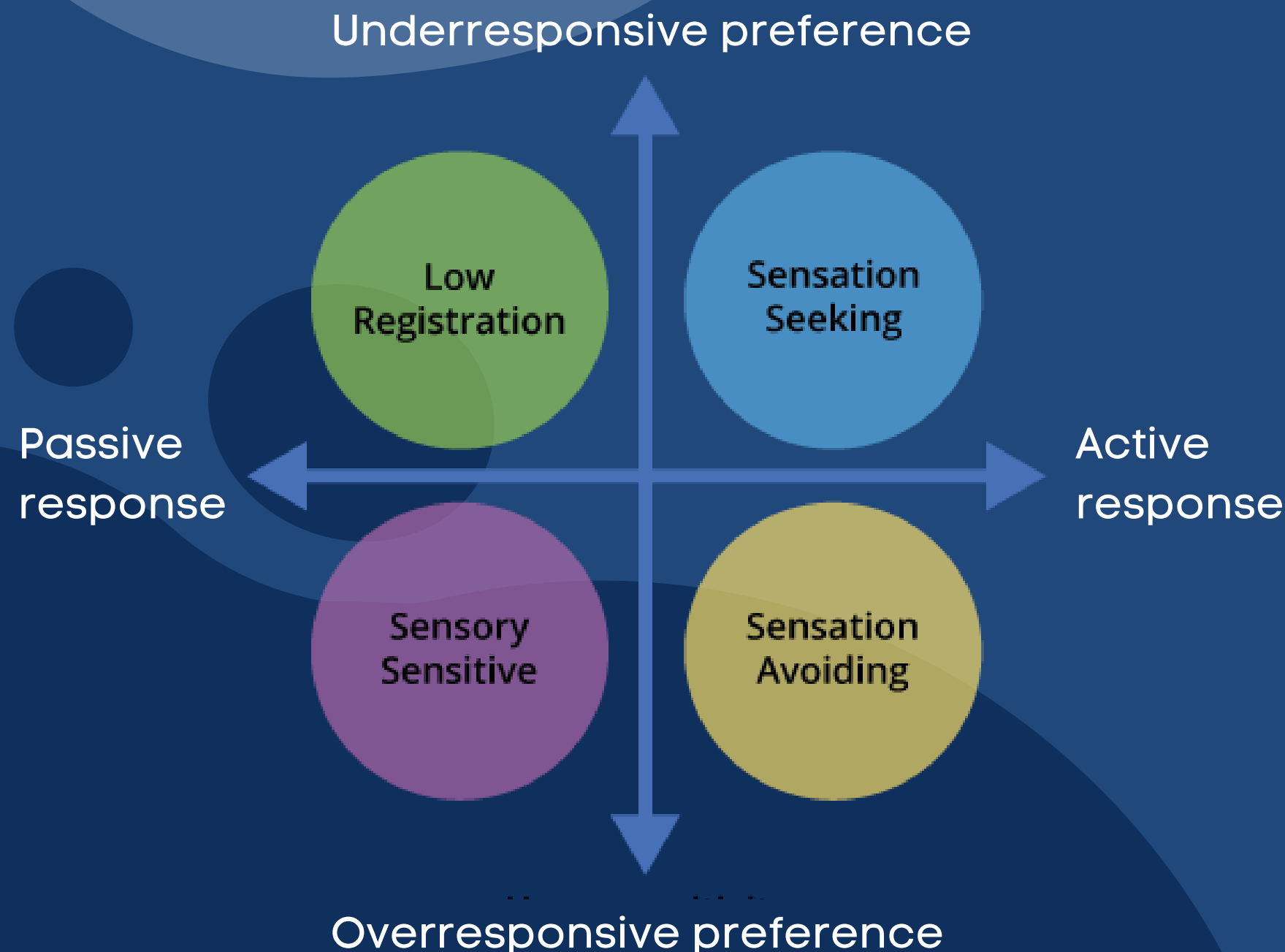
We can help kids by adapting their **environment** to match their energy levels

Sensory equipment/ tools
Task adaptation
Environmental modifications

or...

we can help kids by **modelling strategies** to change their energy levels to match their next task.

Vestibular & Proprioceptive input
Tactile/ Oral activities



Factors to Consider

Current Skill Development

Ability to attend
to activities

Ability to attend
to others

Ability to play
alongside
others

Ability to communicate
the child's wants and
needs to others

Ability to wait for
a toy during
meaningful play

Motor skills to engage
in activities of interest

Ability to take
turns with others

Regulating
sensory needs

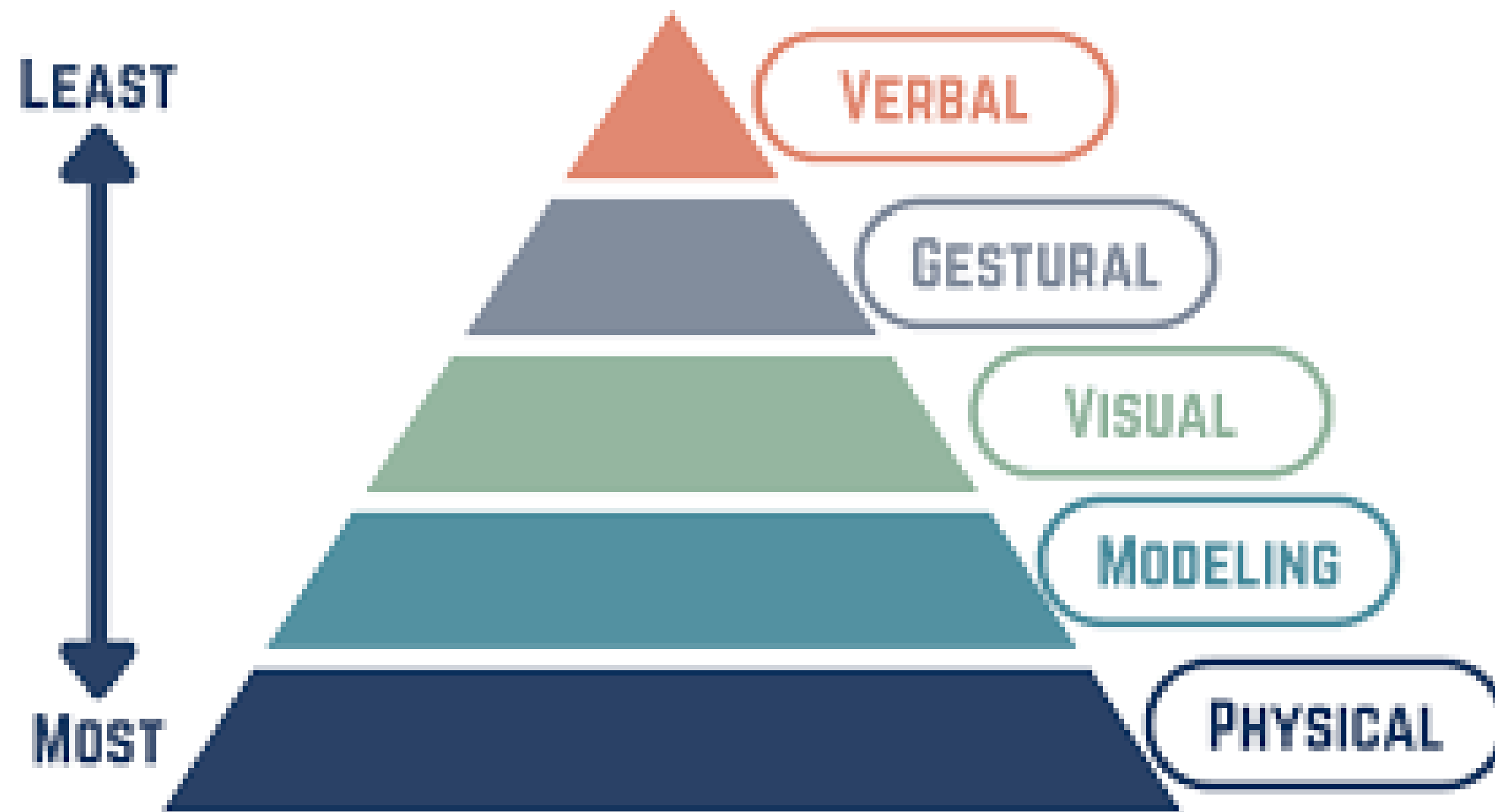
**Plus so many other skills
required for a range of tasks
in the child's day!**

Emotional Regulation Strategies



Individualised Skill Aquisition

Identifying consistent triggers for child and if they relate to particular skills, e.g., fine motor skills/ gross motor skills



Lets re-consider physical prompting in therapy



All behaviour is communication.

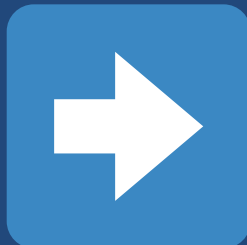


"What is the child trying to communicate?" or "what is the function of their behaviour?"



**"That child is so
dysregulated"**

could also mean...



This child is being **pushed to their absolute limits** which is firing off their natural fight-flight stress response to cope with the demands placed on them in that moment.



All behaviour is communication.



Is the child seeking...

connection from an adult?

connection from a child? Belonging?

control in the situation? Safety?

Is the environment a factor?

Too noisy? Stuffy room? Too cold?

Can the child freely move around?

Let's think about internal needs

Could they be hungry? Thirsty?

In pain? Sick or just not 100%?

Busting for the toilet? Constipated?

Is the activity a factor?

Targeted at their skill level?

Set up for success?



**“A diagnosis is part of an
explanation. It is not an
excuse for behaviour.”**

@theneurodivergentot

“Neurodiverse-affirming practice” extends to...



Our Goal Setting



**Therapy
Expectations**



IEPs



**Classroom
Expectations**



**Coaching and Advocacy
(families, teachers & other therapists)**

What Makes a Helpful Regulation Strategy?

Motivating

Does it tie into the child's interests?

Does it create an emotional response with the child so that it is stored in their memory centre for retrieval when needed?

Effective

Is the strategy working for that child?

Is the strategy appropriate for in that moment, if there is a consistent trigger?

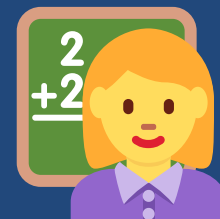
Does the strategy need to be adapted?

Are we considering factors that are sitting below the surface?

Suitable



at home



at school



when I'm out
and about

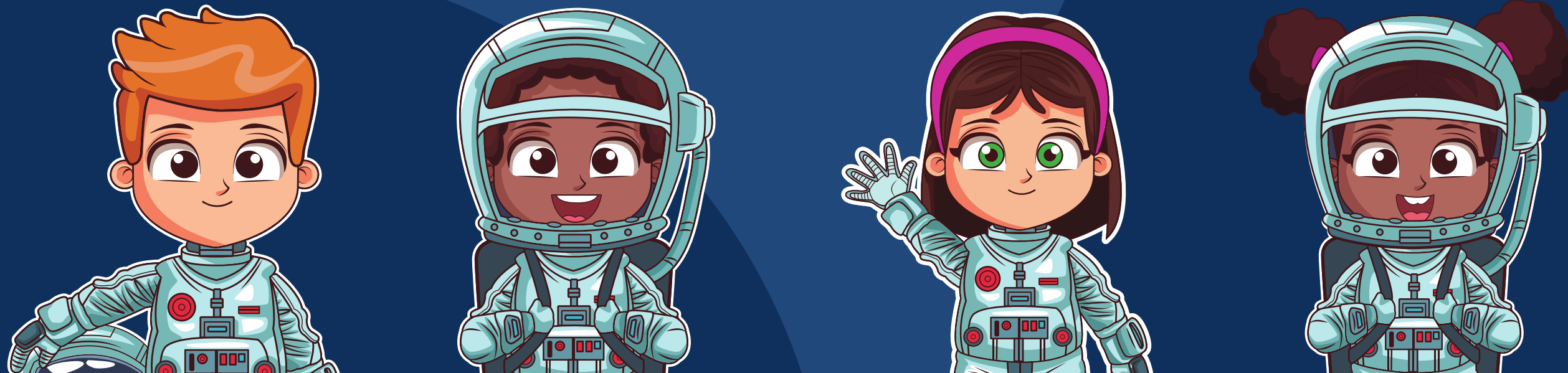


Neurodiverse-affirming practice continues to evolve.

As therapists, we are constantly learning from those around us about how best to provide inclusive environments for the people we support.

Helpful Neurodiverse-Affirming Resources

- Two Sides of the Spectrum Podcast by Meg Ferrell (previously Meg Proctor)
- On Being a Neurodiversity Affirming Therapist Podcast by Rachel Dorsey
- Autism Level Up! for Energy Regulation Resources
- Neurowild Instagram page (wonderful graphics and some helpful resources for IEP planning)
- Onwards and Upwards Psychology Neurodiversity Affirming Resources List (including books and videos for children and adults)
- The Explosive Child by Dr Ross Greene
- Ready to Learn (Interoception kit) by Government of South Australia
- The Interoception Curriculum by Kelly Mahler
- The Galaxy Guide to Running My Rocket by Ready Rocket Resources



References:

- Brown, K. W., & Ryan, R. M. (2003). The benefits of being present: Mindfulness and its role in psychological well-being. *Journal of Personality and Social Psychology*, 84, 822–848.
- Cheung, P. P. P., & Siu, A. M. H. (2009). A comparison of patterns of sensory processing in children with and without developmental disabilities. *Research in Developmental Disabilities*, 30 (6), 1468-1480. doi: 10.1016/j.ridd.2009.07.009.
- Circle of Security International. (n.d.). What is The Circle of Security. Retrieved from <https://www.circleofsecurityinternational.com/circle-of-security-model/what-is-the-circle-of-security/>
- Conkbayir, M. (2023). Neuroscience: Understand the 'upstairs' and 'downstairs' brain. Nursery World. Retrieved from <https://www.nurseryworld.co.uk/features/article/neuroscience-understand-the-upstairs-and-downstairs-brain>
- Conte, E., Ornaghi, V., Grazzani, I., Pepe, A., & Cavioni, V. (2019). Emotional knowledge, theory of mind, and language in young children: Testing a comprehensive conceptual model. *Developmental Psychology*, <https://doi.org/10.3389/fpsyg.2019.02144>
- Gross, J. J., & Thompson, R. A. (2007). *Handbook of Emotion Regulation*, p. 10, Guilford Press. Copyright 2007 by Guilford Press.
- Guendelman, S., Medeiros, S., & Rampes, H. (2017). Mindfulness and emotional regulation: Insights from neurobiological, psychological, and clinical studies. *Frontiers in Psychology*, <https://doi.org/10.3389/fpsyg.2017.00220>
- Kestly, T. (2016). Presence and play: Why mindfulness matters. *International Journal of Play Therapy*, 25(1), <https://doi.org/10.1037/pla0000019>
- Lane, S. J., Mailloux, Z., Schoen, S., Bundy, A., May-Benson, T., Parham, L., Roley, S., & Schaaf, R. (2019). Neural foundations of Ayres Sensory Integration. *Brain science* vol 9(7), <https://doi.org/10.3390/brainsci9070153>
- Kolb, B., Whishaw, I. Q., Campbell Teskey, G. (2000). *An introduction to brain and behaviour* (6th ed.). Worth Publishers.

- Mahler, K., Hample, K., Jones, C., Sensenig, J., Thomasco, P., & Hilton, C. (2022). Impact of an Interoception-Based Program on Emotional Regulation in Autistic Children. *Occupational Therapy International*, <https://doi.org/10.1155/2022/9328967>
- Malik, F., & Marwaha, R. (2018). Developmental stages of social emotional development in children. StatPearls Publishing, Treasure Island (FL), PMID: 30521240
- Maslow, A. H. (1943). Maslow's Hierarchy of Needs. Originally Published in *Psychological Review*, 50, 370-396.
- Morin, A. (2021). Child development milestones. <https://www.verywellfamily.com/9-year-old-developmental-milestones-620731>
- Pacifici, L., & Garrison, J. (2004). Imagination, Emotion and Inquiry: The Teachable Moment. *Contemporary Pragmatism*, 1(1), 119-132, DOI:10.1163/18758185-90000131
- Bruce D. Perry (2004). *Maltreated Children: Experience, Brain Development, and the Next Generation*. New York: W.W. Norton.
- Price, C. J., & Hooven, C. (2018). Interoceptive Awareness Skills for Emotion Regulation: Theory and Approach of Mindful Awareness in Body-Oriented Therapy (MABT). *Frontiers in Psychology*, <https://doi.org/10.3389/fpsyg.2018.00798>
- Queensland Brain Institute. (n.d.). The limbic system. The University of Queensland, Australia. Retrieved from <https://qbi.uq.edu.au/brain/brain-anatomy/limbic-system>
- Saoji, A. A., Raghavendra, B. R., & Manjunath, N. K. (2018). Effects of yogic breath regulation: A narrative review of scientific evidence. *Journal of Ayurveda Integrated Medicine*, 10(1), 10.1016/j.jaim.2017.07.008
- Shanker, S. (2022). The Self-Reg Framework: The Five Domains of Stress. The MEHRIT Centre. Retrieved from <https://self-reg.ca/self-reg-framework-5-domains-stress/>
- Siegel, D. (2017). "Hand model of the brain", uploaded by Dr. Dan Siegel, 10/08/2017 URL: <https://drdansiegel.com/hand-model-of-the-brain/>
- South Australian Department for Education. (Updated 2023). Applying interoception skills in the classroom. Ready to Learn Kit. URL: <https://www.education.sa.gov.au/docs/support-and-inclusion/engagement-and-wellbeing/ready-to-learn-interoception-kit.pdf>

Uttley, C. (2011, August 8). 5 ways your brain influences your emotions. HowStuffWorks. Retrieved from <https://science.howstuffworks.com/life/inside-the-mind/human-brain/5-ways-your-brain-influences-your-emotions.htm/>

Van Ijzendoorn, M. (2019). Attachment at an early age (0-5) and its impact on children's development. Encyclopedia on Early Childhood Development, <https://www.child-encyclopedia.com/attachment/according-experts/attachment-early-age-0-5-and-its-impact-childrens-development>

Willcox, G. (1982). The Feeling Wheel A Tool for Expanding Awareness of Emotions and Increasing Spontaneity and Intimacy. Transactional Analysis Journal, 12(4), 274-276.