



**The
Mulberry
Bush**

Transforming troubled lives together

Co-regulation in different settings

In a busy public space

Busy places can quickly become overwhelming for children, especially when there is noise, movement, crowds or unexpected change.

Co-regulation might look like moving to a quieter space, lowering your voice, reducing demands and staying close without adding pressure.

You might say:

“I can see this feels too much. Let’s step over here together.”

In school

For teachers and school staff, co-regulation often happens in moments where a child is finding it hard to listen, join in, transition or manage conflict.

Rather than responding only to the behaviour, adults can offer calm structure, clear choices and a sense of safety.

You might say:

“I can see you’re finding this hard. Let’s take a moment, then we’ll work out what needs to happen next.”

At home

At home, co-regulation may happen during everyday moments such as getting ready, mealtimes, bedtime or after school, when children may be tired or carrying the stress of the day.

It can help to slow things down, use fewer words, stay nearby and reconnect before trying to problem-solve.

You might say:

“You’ve had a lot to manage today. I’m here. We can take this one step at a time.”

During transitions

Moving from one place, task or person to another can feel difficult for some children. Predictability, warning and reassurance can help.

Co-regulation might include visual reminders, countdowns, choices or a familiar routine.

You might say:

“We’re nearly ready to move on. I’ll help you with the next bit.”

After a difficult moment

Co-regulation does not end when the behaviour stops. Children often need repair and reassurance afterwards.

This is a chance to reconnect, reflect gently and show the child that the relationship is still safe.

You might say:

“That was a difficult moment, and we got through it. I’m still here, and we can think about what might help next time.”