

Presentation/way of being in the world

Describing a child's disposition or response as "behaviour" may potentially give rise to assumptions that the child is being wilful or oppositional in situations when this may not be the case – rather, the child may be dysregulated (*eg* anxious, frightened, excited, sad, withdrawn) and finding it difficult to regulate themselves and return to their **Just Right State**. Children with additional learning needs have different presentations – different ways of being in the world – compared to children without such needs. Children with additional learning needs may have to cope with being dysregulated for extended periods over the course of their school day. Given the clamorous, busy, demanding nature of a typical school day, these children may find it difficult or impossible to ever get into their Just Right State whilst at school. Coping with being dysregulated for extended periods of the school day – for some children, coping with being dysregulated for the whole of their school day – places considerable demands on the child. Meeting the ongoing demands of being dysregulated means that children with additional learning needs often have different ways of being in the world compared to their peers. When adult caregivers have a sound understanding of the principle of **co-regulation**, there is much they can do to support the child to self-regulate and so return to their Just Right State.