

# The Heart of Behaviour: Relationships, Regulation and the Developing Brain



## Details

When:  
23rd April 2026

From:  
8.30am to 4pm

Where:  
Hotel Realm, Canberra ACT  
Morning tea and afternoon tea  
provided.

Investment:  
\$350.00 excluding GST,

Register:  
Registrations close 9<sup>th</sup> April  
2026

Contact Sarah on  
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Audience:  
Early Childhood Educators



### Sarah Fleming

Sarah is a Paediatric Occupational Therapist with over 20 years clinical experience. Sarah works closely with educators and school communities to build inclusive environments where students and educators thrive. Sarah is driven by a deep passion to EMPOWER educators in UNDERSTANDING COMPLEX BEHAVIOUR and REGULATE DISTRESS.

After 11 years living in Orange NSW, Sarah now calls Boorowa NSW home. Sarah is a mother to two beautiful children Ted and Posy, and wife to Richard. A role she cherishes, and continues to shape her perspective.

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# The Heart of Behaviour: Relationships, Regulation and the Developing Brain

## *Outline:*

### **How the brain and body grow in the early years**

Gently exploring how children's brains and bodies develop from birth to five, and what this means for their regulation.

### **Relationships at the heart of regulation**

Recognising that it is within relationships that children learn to feel safe, understood, and regulated – and how these early connections shape their regulation.

### **Making sense of sensory experiences**

Becoming curious about how each child experiences the world through their sensory systems, and how this influences their regulation.

### **Understanding arousal and energy in the body**

Learning to notice shifts in energy and arousal, and how, through our presence and attunement, we can support children to find connection to themselves, others and the environment.

### **Building regulation into everyday moments**

Finding simple, meaningful ways to support regulation through daily routines, play, and interactions – not as an add-on, but as part of how we are with children.

### **Designing supportive play environments**

Thoughtfully shaping spaces that help children feel calm, engaged, and able to participate in ways that work for them.

### **Caring for ourselves as educators**

Turning attention inward – noticing our own nervous systems, and gently building awareness of how we show up, especially in the complexity and demands of working with children.

### **Bringing learning into practice**

Choosing one clear behaviour, routine or environment to focus on – something that feels important, relevant, and possible within your setting. Becoming curious about what might support that change – what a child might need, what you might try, and how your approach can make a difference over time.