




SUPPORTING YOUR CHILD'S EMOTION REGULATION

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- Emotion Coaching
- Acceptance and Commitment Therapy
- Functional Analysis
- The science behind emotions
- Emotion Literacy
- Mindfulness or Noticer Skills
- Unhooking Exercises
- Creating a Brain Toolbox
- Setting Limits and Behaviour Mapping
- Developing your child's self-concept and Strengths
- Developing Self-compassion




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Emotion Coaching

- 1 Recognising and empathising
- 2 Labelling and validating
- 3 Limit setting
- 4 Problem-solving



All emotions are valid but not all behaviours are acceptable



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Emotion Coaching – 4 steps (C.A.L.M)

Connect
Tune in to the child's feelings and your own.

Acknowledge
Label the feeling and validate it - "I can see you're feeling angry because Jack has snatched your toy. It's okay to feel angry".

Limits (if necessary)
Remind the child of acceptable/unacceptable behaviours – "it's not okay to hit".

Make a Plan
Problem solving and finding solutions in a collaborative way – "why don't we have a run around outside".



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Acceptance and Commitment Therapy (ACT)

The six core processes of acceptance and commitment therapy are:

Accepting your emotions.	Detaching from negativity.
Being present.	Seeking yourself completely.
Creating values.	Reaching goals.

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ACCEPTANCE AND COMMITMENT THERAPY

(ACT)




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A child's behavior is NOT always what it seems


What we see Behavior


What we don't see, What's under the surface



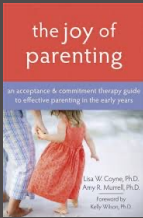
PARENTS

THE IMPORTANCE OF UNDERSTANDING BEHAVIOUR AND THE POWER OF CO-REGULATION





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MANAGING FEELINGS VS. MANAGING BEHAVIOUR

- The Joy of Parenting by Lisa Coyne and Amy Murrell
- Emotion Control: 'parenting to control your emotions' rather than to help your child
- Identifying the 'why' of your parenting: The tool of **Functional Analysis**
- The goal of emotion control may prevent you from effectively and sensitively handling your child's emotions.

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LEARNING YOUR PARENTING ABCS

Context
Situation, your thoughts and feelings,
Meanings you give to the situation

Child Behaviour or emotion expression;
parents experience

Parenting strategy used

Change in child behaviour;
Change in parent experience




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CONNECTION BETWEEN THOUGHTS, FEELINGS AND PARENTING BEHAVIOURS



Situation :
Child who refuses to go to swimming lessons on first day, says to mother: 'I'm too scared, please don't leave me!' and becomes distressed. Mom takes him home.

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Emotion Control Strategies:

- Giving In
- Getting Loud
- Giving Up

What can we do?

1. Notice when you might be relying on Emotion Control in your parenting strategies
2. Understand the unintended (negative) consequences of it

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CONTEXT ALSO MATTERS

• What is going on with you in a particular moment can also influence whether you choose an emotion control strategy, or you stay focus on your child's best interest.

• Think about the following situation:

Jack is five, and a bright, boisterous child. He asks his mother, Jill, to get him a large pack of biscuits at the supermarket. She is conscious that he will not have dinner as he had too many snacks already. He begins to whine and cry, and Jill had a long day and is overtaken by a familiar tension and feeling stress. She feels angry and embarrassed, and her heart rate shoots through the roof. People stare, and she can only imagine what they're thinking. Suddenly it's as if she can't think-she has no idea what to do. One woman give her a long, unfriendly look and walks away. 'Okay, okay, Jack' she says. 'You can have it' just 'snhkhkh'.

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WHAT CAN WE DO???

HOW CAN WE HELP OUR CHILDREN TO IDENTIFY AND REGULATE THEIR EMOTIONS?

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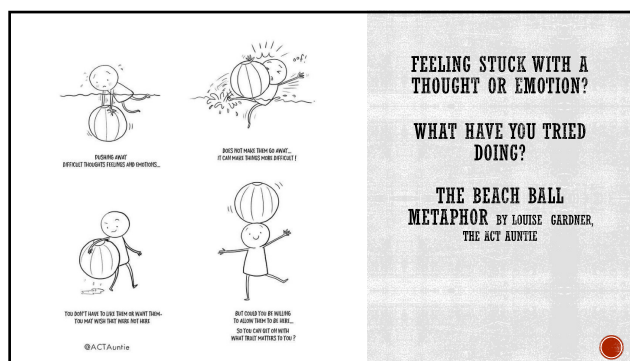
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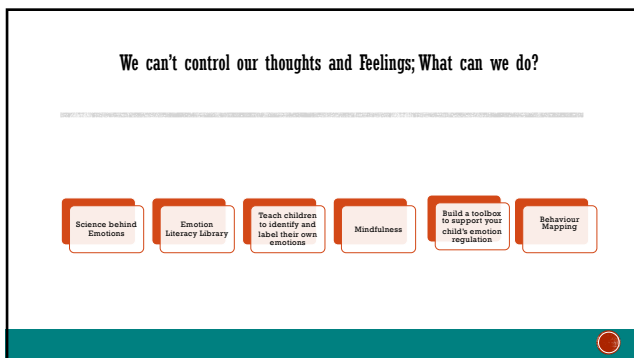
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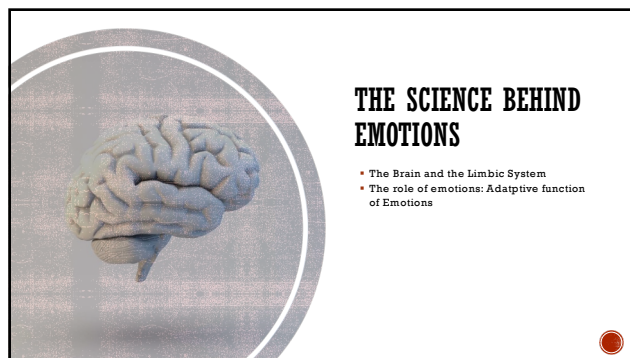
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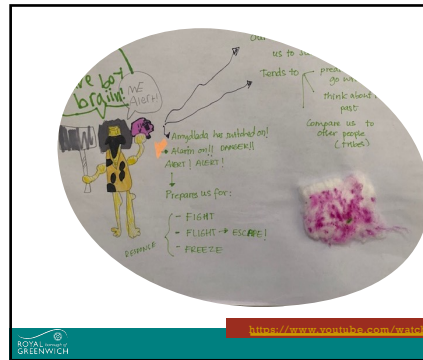
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THE UPSTAIRS AND DOWNSTAIRS BRAIN

Flipping the Lid metaphor
[Why do we lose control of our emotions?](#)

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CAVEMAN BRAIN METAPHOR

BY RUSS HARRIS

<https://www.youtube.com/watch?v=ky6H1ioOcf4>

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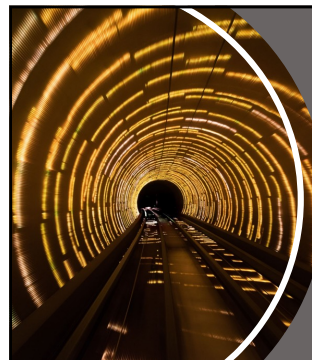
Flight means **ESCAPE** or **AVOID**. Our brains are asking us "TO RUN AWAY" and escape from danger.

Freeze means that your **MIND**, and even body, is in **OFF MODE**. Your mind might have gotten all 'in blank' or your body might not have been able to perform the things you wanted to do.

Fight response is your body's automatic survival reaction to a perceived threat, preparing you to confront danger with intense emotions and physical signs.

FIGHT, FLIGHT AND FREEZE RESPONSES

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TUNNEL VISION

The Jenga Game

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THE COLOR MONSTER

a story about emotions

BUILD THEIR EMOTION LITERACY


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MODEL AND TEACH EMOTION VOCABULARY

Today I am feeling...

Mixed Up
Confused
Unsure
Muddled
Distracted

AFRAID



Hide behind your hands!

Angry
Annoyed
Furious
Frustrated
Cross

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THE FEELINGS SERIES BY TRACEY MAHONEY

ROYAL COLLEGE OF GREENWICH

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TEACHING CHILDREN TO IDENTIFY THEIR FEELINGS

Linking thoughts, Emotions and Body Sensations

ROYAL COLLEGE OF GREENWICH

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MINDFULNESS

- Paying attention, with care, to one moment at a time.
- It takes practice to use your senses to focus on one thing and learn to live in the present.
- You can practice being mindful by focusing your attention on what you see, hear, smell or feel.

ROYAL COLLEGE OF GREENWICH

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YOUR MIND IS LIKE THE SKY BY BRONWEN BALLARD

- Mindfulness Skills: Thoughts come and go like clouds in the sky
- We have all sort of cloud thoughts: from white fluffy clouds to rainy and stormy clouds
- Take a moment to notice what is going on in your head, body and heart.
- What can I do when a stormy and dump cloud thought appears??
- " Oh, It's a raincloud thought"
- Notice all the white fluffy cloud thoughts as well. Notice the blueness of the sky, the tweeting of the birds, etc. Remember that a Raincloud thought is just a thought among hundreds and thousands.

<https://www.youtube.com/watch?v=mEK85xvCO0>

ROYAL COLLEGE OF GREENWICH

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BLOWING OUT CANDLES

ROYAL COLLEGE OF GREENWICH

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BALLOON BREATHING


<https://www.youtube.com/watch?v=2Pc0mcFV5WZ>

ROYAL COLLEGE OF GREENWICH

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DARTH VADER BREATHING

Practice Ujjayi Breathing Or Yoga/Mediation like breathing



• <https://www.youtube.com/watch?v=eixGxvBkiqg>

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NOTICER SKILLS

- Balloon Breathing
- 5 senses exercise
- Dropping the Anchor
- Mindful Eating
- Staying here versus being elsewhere
- Listening Mindfully to Music

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UNHOOKING EXERCISES


You are having the thought that....

Greet your mind

Thank your mind

Singing your thoughts to a tune


Noticing your thought clouds pass by



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CREATE A TOOLBOX

- Make a glitter Jar
- Ask for a hug/ hug a teddy
- Blowing out bubbles
- Colour or draw the situation
- Playdough
- Make a puzzle
- Listen to Music
- Breathing

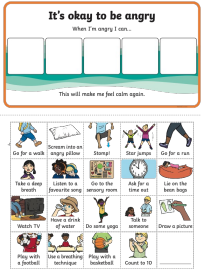


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VALIDATING THE EMOTION

It's okay to be angry

When I'm angry I can...

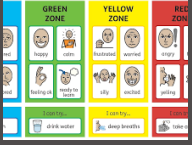


- "That sounds very upsetting. I would have been probably very furious"
- Address the behaviour once the emotional wave has passed and discuss what helps:
- "We don't hit in this house. What could you do next time you are about to flip your lid?" Let's see what works for you.

The GoZen Website has many resources and courses for parents.

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THE ZONES OF REGULATION



- It's a CBT based curriculum geared toward helping students gain skills in consciously regulating their actions (Self-regulation).
- Each complex feelings and state of alertness is represented by a different colour: Blue Zone, Green Zone, Yellow Zone and Red Zone.
- Students learn how to use strategies/tools to stay in a Zone or move from Zones.

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MY BRAIN TOOLBOX

- HELLO CAVEMAN BRAIN TALKING A FIGHT RESPONSE
- I'M ABOUT TO FLIP MY LID
- PRACTICE BALLOON BREATHING
- PRACTICE DARTS VADER BREATHING
- LISTEN TO MUSIC
- DRAW THE SITUATION
- COLOR MANDALAS

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FIGHT RESPONSE-ANGER

Make a 'Family Rules Poster' where all the members of the family decide on the rules and sign them

Use Emotion Coaching

Make a Flipping The Lid Toolbox

Identify a 'Calm Down space'

Problem-solve when the emotional wave has passed!

Model language in day life situations and repair the situation when losing control of your own emotions. We are ALL human!

Talk about expected/unexpected behaviour

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When the alarm system in our brain sets off and we are about to 'FLIP OUR LID', we can:

- WALK AWAY
- TALK TO AN ADULT
- BLOW OUT THE CANDLES
- Use 'I sentences' (i.e. I need a hug, I need a break).

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SETTING LIMITS: BEHAVIOUR MAPPING

Best Behaviour Series- behaviour Mapping:

- Hands are not for hitting
- Words are not for hurting
- Tails are not for pulling
- Voices are not for yelling
- Worries are not forever
- Screen time are not forever
- Waiting is not forever

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SOCIAL BEHAVIOR MAPPING
Connecting Behavior Emotions and Consequences Across the Day
Michelle Garcia Winner, Editor

Expected Behaviors	How They Make Others Feel	Consequences You Experience	How You Feel About Yourself
• Whole body is calm and listening	• Happy	• Your parents may compliment you on how well you are getting along with your brother or sister.	• Proud
• Listens to a "shouting request" from your brother or sister ("Can I play with...")	• Proud	• Your brother or sister will also want to share their items with you.	• Calm
• Agrees to let your brother or sister share your toys or items that you are using or that belong to you.	• Relaxed/calm	• Your house is a calm place to live and everyone is fairly comfortable.	
	• Relaxed		

BEHAVIOUR MAPPING

- Looking at how expected/unexpected behaviour impacts how other people may feel, the consequences the child experiences and how the child feels at the end of the situation

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FLIGHT RESPONSE: WORRYING AND CATASTROPHIZING

Notice when your Movie-Making mind is giving you a scary movie

REMEMBER:

When my "Hollywood Mind" starts playing stories in my mind (for example, when I want to sleep but I can't or when I feel really scared about something), I can:

- Remind myself it is just another story from my Movie Making creative mind
- Think my mind is trying to do its job of keeping me safe
- Turn the movie into a Comedy by playing with the imagination
- Practice some Relaxer Skills such as Balloon Breathing

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MY WORRY FRIEND

- Normalize Worry: story about a 7 year old who worries a lot.
- Links the emotion to body sensations
- 'I can make my worry be my friend. My worry friend is trying to protect me all the time'
- You can carry your worry friend with you
- Your worry friend would not stop you from doing things that you care about!
- Crown ups have Worry Friends they carry around too!!

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WORRY THERMOMETER

- You can share your worry with me. I can help you carry it around!
- Can you stay with the feeling of worry and do what matters?
- Experiment: rate your day before going to school (while carrying your worry) and rate your day after the day has finished and you have carried your worry.
- What did you notice?
- What thoughts did you have before and after?
- What body sensations did you have?

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DEVELOP YOUR CHILD'S STRENGTHS AND BUILD THEIR SELF-CONCEPT



Identifying Values and setting Goals:

- What's in your heart exercise: what are the things that you care most about? And what are the things that make you happy?
- How can you do more of those?
- Is there anything stopping you from it?

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BRAINOLGY: GROWTH MINDSET

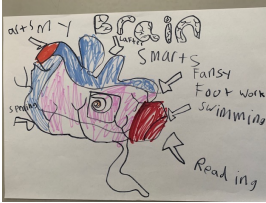


Your Fantastic Elastic Brain by JOAnn Deak

- Fixed mindset vs. Growth mindset
- Teaches about the different parts of the brain
- Compares them to rubber bands that you can stretch and shape
- Reinforces the concept of 'Perseverance': When we make mistakes, we are stretching our rubber bands and learning!

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THE RUBBER BANDS METAPHOR



- Different sizes of Rubber Bands in your brain, as different skills/strengths
- You can ALWAYS stretch them and shape them by practicing and persevering
- Concept of Neurodivergence: it takes more effort to stretch some of the rubber bands.

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MAKE AN ACHIEVEMENT JOURNAL

- Make an achievement's journal. *The Big Life Journal book* has many stories of people who have shown growth mindset and perseverance. In the book, there is a space for 'personal reflection' after each of the stories.
- www.biglifejournal.com

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