

Welcome

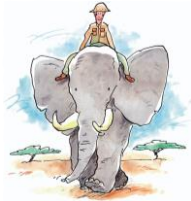
A quick introduction to...

- Emotion regulation
- The stress response
- The 3 R's: *Regulate, Relate, Reason*
- Emotion Coaching

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1

Understanding Emotions



Research has shown that we can learn to regulate our emotions. The key is to gain an understanding of emotions:

- Why we have emotions
- Why we need to regulate emotions
- What influences our emotions
- What can be done to prevent strong unpleasant emotions
- What strategies and skills we can learn and develop to gain some control over them

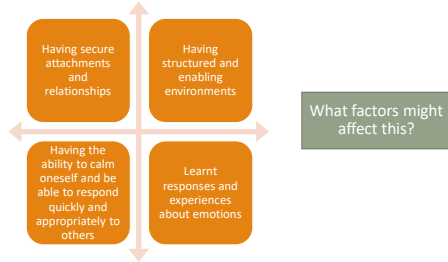
2

What is emotion regulation?

- 'Emotion regulation' is a term generally used to describe a person's ability to effectively manage and respond to an emotional experience.
- Emotion regulation involves managing strong feelings across the continuum of emotions – from extreme joy, to rage, fear and distress.
- We want children to *have* their feelings, but not be overwhelmed by them.

3

Emotion regulation is the product of...



4

Stress

- Stress is a temporary response to feeling under pressure or threatened. What is threatening to one person may not be to another.
- When we feel threatened, our bodies prepare us to respond by increasing our heart rate and releasing hormones. This is described as the **fight-flight-freeze** response and it is automatic.



5

The stress response

Our stress response can

- keep us safe
- alert us to danger
- *falsely* alert us to danger due to past experiences...

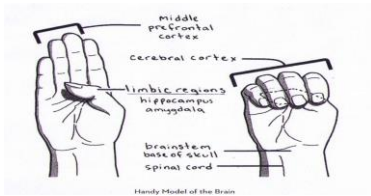
Introducing **The Hand Model**



6

'Flipping your lid'

- The 'hand-brain' model features in the 'emotion coaching' approach to helping children of any age to regulate their emotions.



7

"The 3 R's"

Bruce Perry

Regulate

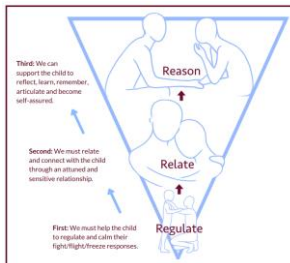
Relate

Reason

It is only when someone is calm (Regulated) that they are able to form trusting relationships (Relate) and access their ability to understand think and reflect (Reason).

This starts with regulating yourself...

8



9

National Educational
Psychological Service
(NEPS)

Regulate	Relate	Reason
Repetitive/automatic activities Doodling Walking Running Listening to music Cycling	Sensitive reactivity to stressors/relaxation Attention Attunement Eye contact Nonverbal mirroring Calm tone of voice	Use thinking/brain top down skills Psychoeducation Teach about emotions and emotional vocabulary Use Social Emotional Learning programmes Teach the students about their brains, stress response coping skills, teach strategies to accept thoughts without getting caught up in them or challenge unhelpful thoughts
Predictability and consistency Routines Visual schedules Follow through on plans, alerting to change as soon as possible	Intentional teaching and Make contact Seeing a familiar face can be helpful (physically present or video call) Active listening Listen and validate the student's perspective	
Finding Space Regular sensory/movement breaks Calm zone in the classroom or at home	Language Think about your methods of communication Use specific and concrete language Use descriptive and tentative language e.g. "You seem to be upset I wonder if that's how you feel right now?" Avoid the student as they are	Collaborate Acknowledge good decisions and choices Use specific praise and constructive feedback Use collaborative language: "Let's..." Plan Use checklists for the day If helpful for the student help them with study skills and organisation
Rhythmical calming tasks Mindfulness Guided imagery Grounding exercises		



10

The 4 styles in dealing with emotions

Emotion Coaching High empathy High guidance	Disapproving Low empathy High guidance
Laissez Faire High empathy Low guidance	Dismissive Low empathy Low guidance

11

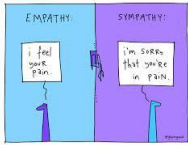
Emotion Coaching: 4 Steps

- Step 1
Recognising the child's feelings and empathising with them
- Step 2
Validating the feelings and labelling them
- Step 3
Setting limits on behaviour (if needed)
- Step 4
Problem-solve with the child



12

Steps 1 & 2:
Recognise, Validate & Label



- Genuinely **empathise** with the child from their point of view. This doesn't mean agreeing with them, just viewing things from their perspective
- Recognise **all emotions as being natural and normal** and not always a matter of choice.
- Recognise **behaviour as communication**.
- Look for physical and verbal signs of the emotions being felt and use words to **reflect back the child's emotion** to help them to label the emotion.
- **Simply observe** by saying what you see rather than asking probing questions to which young people might not know answer e.g., 'how do you feel?' 'why did you do that?'

13

Steps 1 & 2:
Recognise, Validate & Label

Labelling	Empathising – validating
"You seem angry to me"	"I'm sorry that happened to you, you must feel very angry"
"I can see you're feeling angry"	"I can see that you get angry when that happens/when I do this"
"I can tell you are angry..."	"I would feel angry if that happened to me"
"The way you are feeling is making you angry"	"I would feel angry too"
"You're angry about..."	"That would make me angry"
"You look kind of angry..."	"I understand why you are angry"
	"It's normal to feel angry about that"
	"It's OK to feel angry about that"

14

Examples of types of positive limit setting:

- I understand that you might have not felt listened to, we need to stay safe in the classroom, we use kind hands.
- Remember we try to use words to tell people when something is not right for us
- When you told Amber to go away, it made it difficult for everyone to keep playing, everyone likes to play in a group.
- In school, we have guidelines to follow that keep us all safe.
- When it is raining, we need to wear our jackets to play outside

Step 3: Example
Coaching Scripts
for setting
limits...

Limit Setting (if needed)
Give guidance and positively explain boundaries by outlining what is acceptable behaviour.

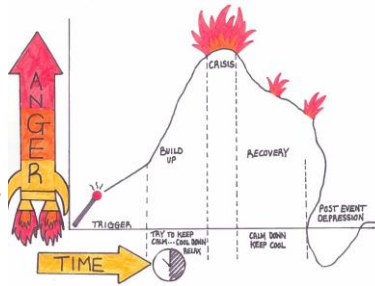
15

Step 4: Problem-solve with the child or young person

Explore the problem	Share ideas	Agree solutions
• "What were you wanting to happen?" • "How were you feeling when that happened?" or "What did it make you feel like?" • "Have you felt that way before?"	• "Let's think of what you could have done instead" • "Can you think of a different way to deal with your feelings at this time?" • "What about if you....." • "Let's put some ideas on paper of what you could do if you felt in the future"	• "Let's look at the list and see what we think together?" • "What ideas do you like?" • "You could or, which one sounds good to you?" • "What will help you to remember to do this?" • "How can you practice to?"

16

Anger Volcano



17

Connect with your child...

- Studies suggest that if children have a secure and trusting relationship with their child, they are more likely to being able to emotionally regulate.
- Parents can build a secure and trusting relationship with their child by CONNECTING with them.



18

Ways to connect
with your child

- Listen and empathise
- Be available and distraction free
- Play together
- Set boundaries and rules



19

Thank You

Any questions?

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20