

Supporting Children with Emotional Regulation

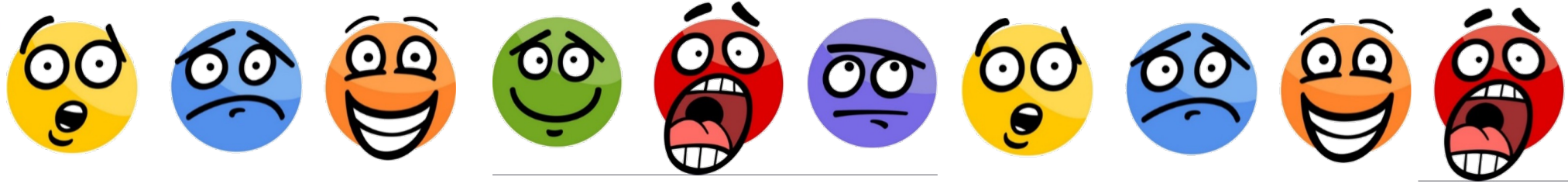
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CAMHS



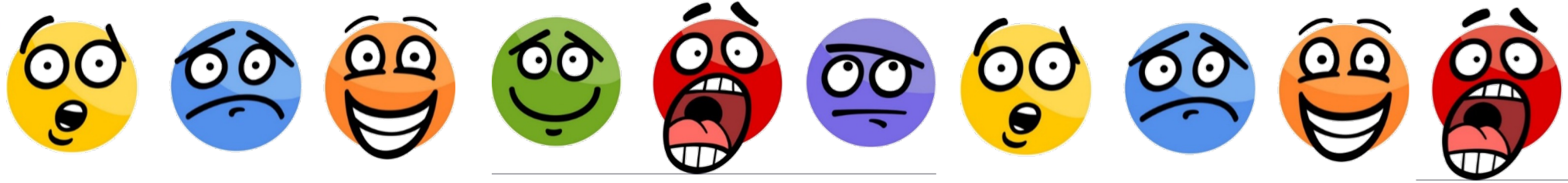


Emotional Regulation

The ability to exert control over one's own emotional state.

This may involve processes such as rethinking a challenging situation to reduce anger or anxiety, focusing on reasons to remain calm or be happy and containing our emotions until a more appropriate time.





Emotional Regulation

Children will develop the ability to emotionally regulate at different stages. This ability continues developing well into adulthood.

A child cannot usually emotionally regulate to any great effect until **at least** the age of 8.

Without this ability being fully developed, children often display greater conflict, are very 'emotion driven', can be unpredictable and switch quickly between emotions.



Emotional Regulation

We need to learn and practice ways to regulate our emotions.

For example, when a child spills their drink they may be distraught, but as they grow up they no longer become upset by this and instead learn to pick up the cup, clean up the mess and get a new drink.

We are all different so some people find it easier than others to regulate their emotions. There are times we all struggle to manage our emotions!

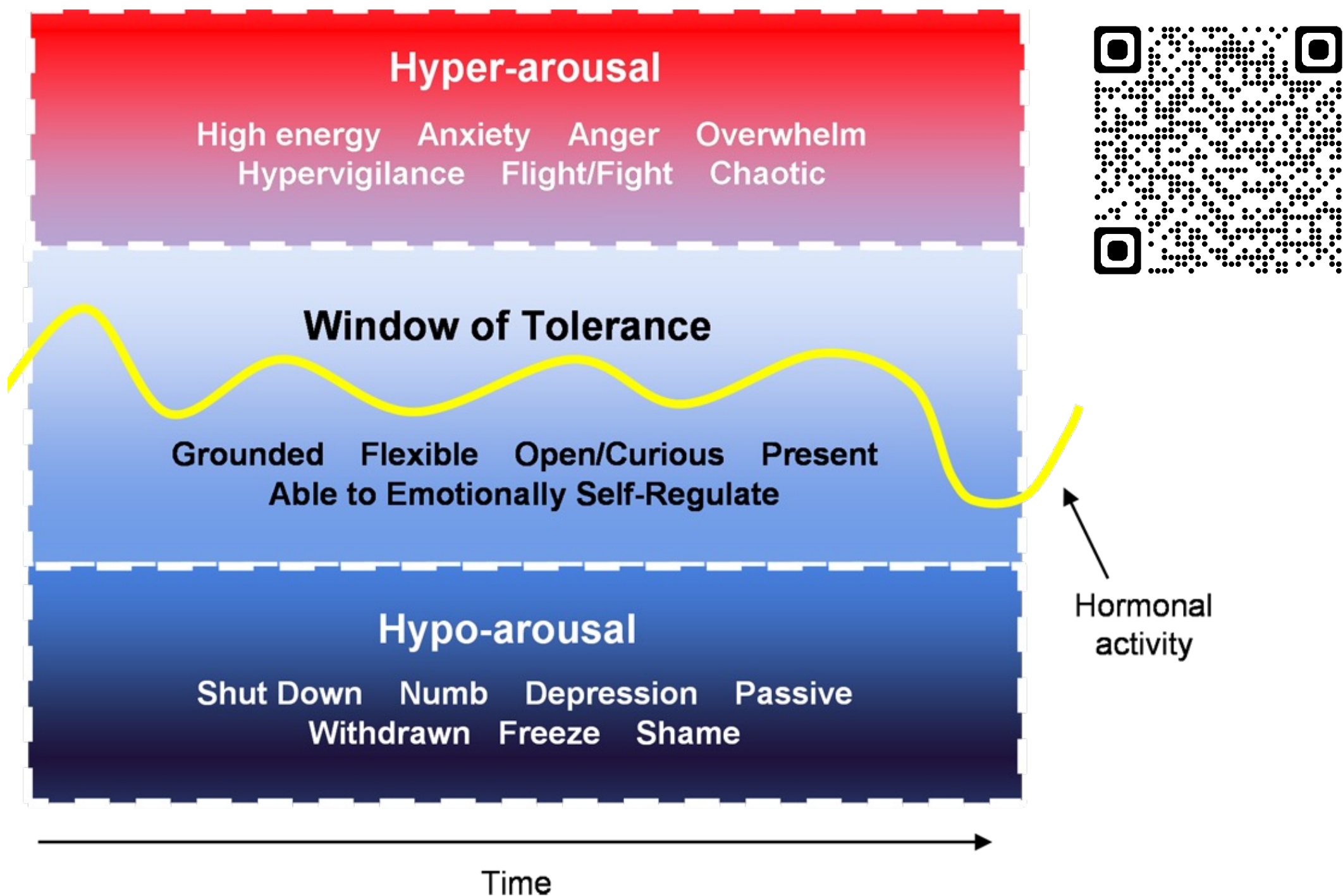
Emotional Regulation Window of Tolerance



Everyone has an emotional cup. When we wake up, most of our cups already have something in them.

Throughout the day, emotions, events, tasks and physical need fill our cup. For some children this happens slowly, for others seemingly 'simple' events can cause the cup to fill up quickly.

Eventually the cup will overflow if we do not do things to empty our cup along the way.



Emotional Regulation Window of Tolerance

What does this look like?

Children working within their brain's window of tolerance show good, age-appropriate self-control, are engaged, can problem solve, respond to instructions and appear calm.

When a child is above their window of tolerance they may appear agitated, conflict often arises, they may disengage, seem anxious, distressed or angry. They can no longer effectively process information.

When a child is below their window of tolerance they may disengage, refuse to respond or move, seem sleepy, not respond verbally or seem to 'shut down'.

A Physical Response

Fight, flight and freeze is very visceral and can be overwhelming and confusing for children.

Headaches

Brain fog

Increased heart rate

Tense muscles

Tense muscles

Stomach ache

Blurred vision

Sickness

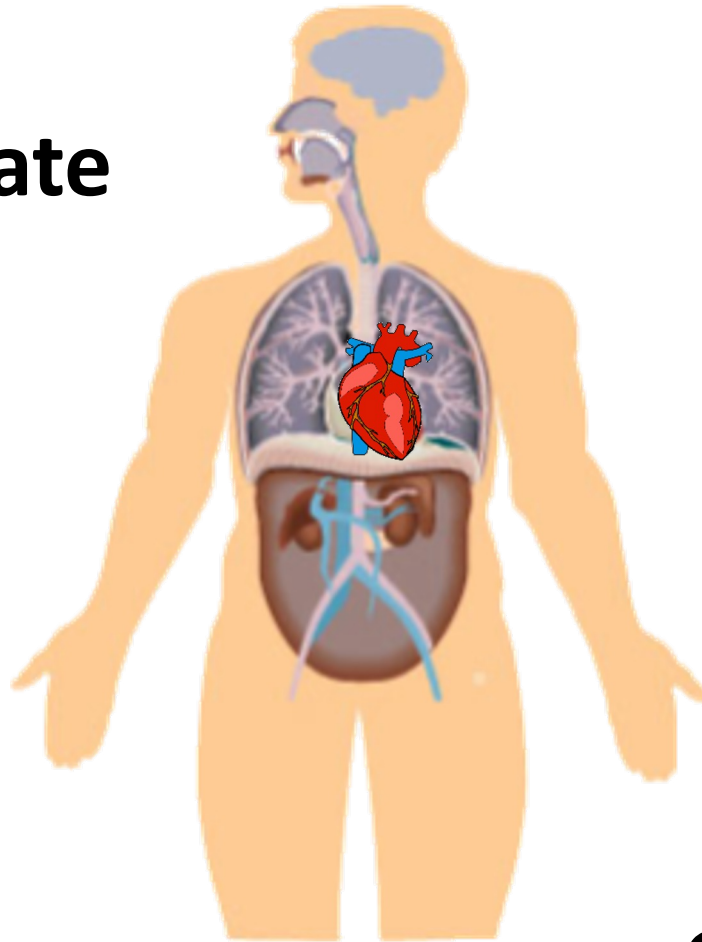
Fast breathing

Shaking

Sweating

Redness

Cold hands



Fight, Flight or Freeze

This is an innate response that is triggered by acute stress.

The amygdala sends signals to the nervous system and triggers all of the physical responses that we have discussed.



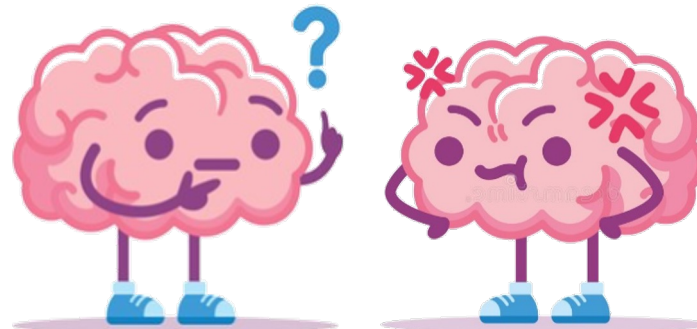
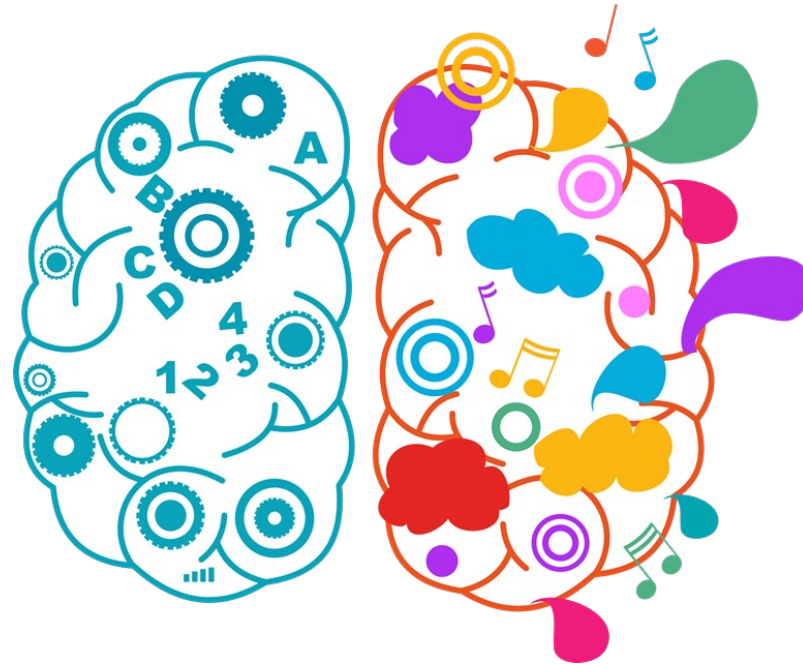
The body will return to a state of rest within 20-30 minutes. The body cannot maintain this level of intense response for a significant period of time.

“Acute stress” can be being asked to share, bedtime, change, not having cake for breakfast...
It’s all about **perception**.

Thinking System

Your thinking system is clever and really takes time to think about how to react and behave.

This is in charge of language, decision making and problem solving.



Emotional System

Your emotional system is left over from prehistoric times and often does not stop to think. It can make you behave suddenly – which we need sometimes! This controls fight, flight or freeze.

Emotions and the Body

Our ultimate goal is to control our emotions more than they control us.

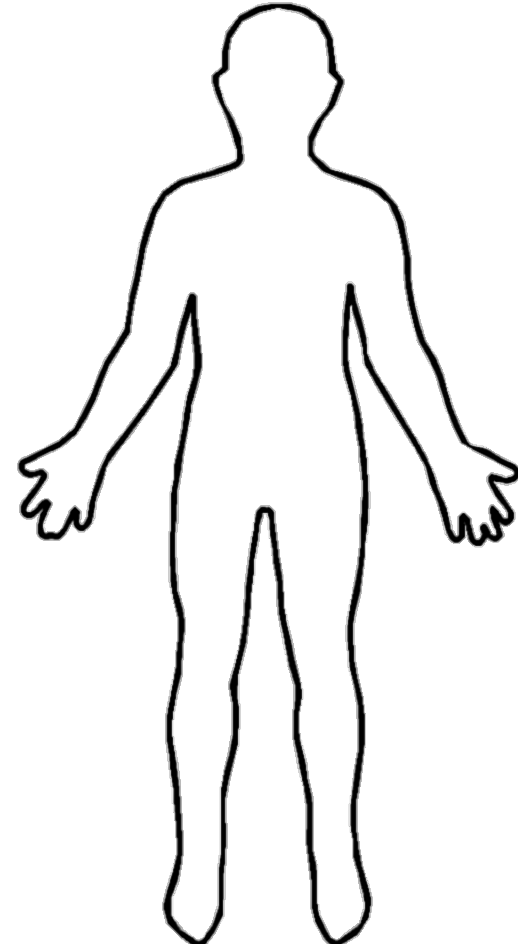
When we experience intense emotions – *both positive and negative* – our body sends us signals and prepares to respond.



The first step of **emotional regulation** is noticing these sensations within our body and responding in a way that manages these sensations.

Emotions and the Body

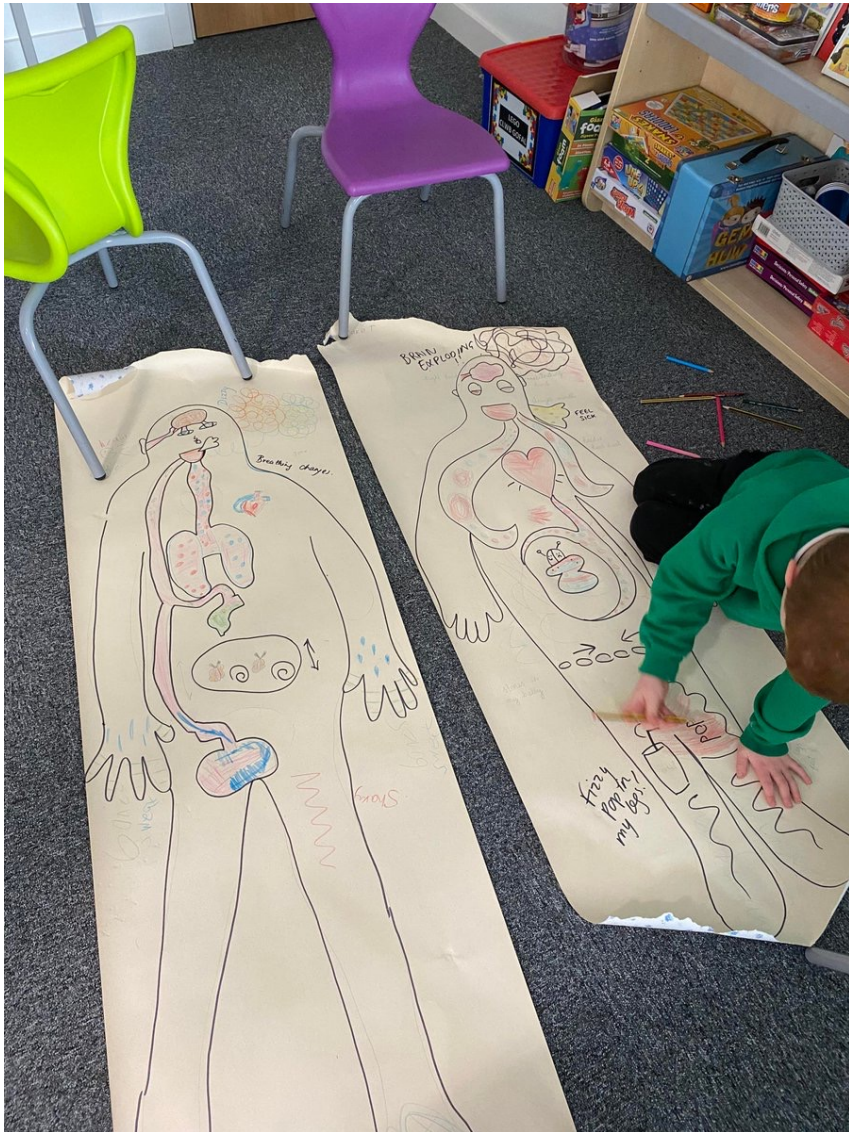
We need to try to *feel* our **feelings** – literally.



Sometimes, the **thoughts** and **actions** that come along with emotions mean that we don't notice what is happening in our body.

If we notice the early signs, we can do things that **stop becoming overwhelmed** by them or **acting impulsively**.

Emotions and the Body



Children knowing what happens to their bodies will give them an increased awareness of the signs of big emotions.

Being aware and noticing these sensations can help them to identify when they need to **put strategies in place or ask for support.**

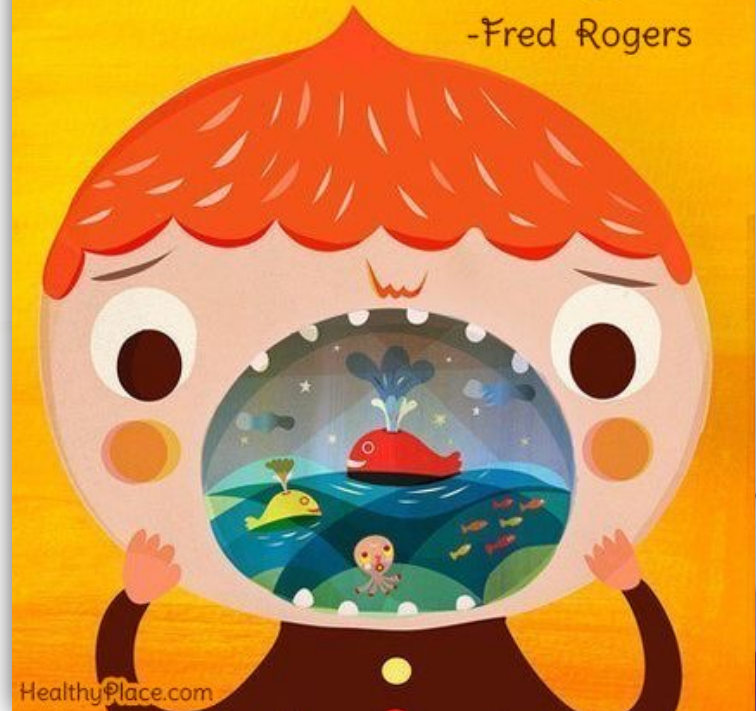
Identifying the Emotion

Evidence suggested that recognising and naming an emotion reduces the effect that emotion has on the body, which in turn allows us to manage that emotion.

MRI studies observe decreased activity in the amygdala and greater activity in the frontal lobe when emotions are identified. The *thinking brain* overpowers the *emotional brain* and helps to manage the feeling.

When we can talk
about our feelings,
they become
less overwhelming,
less upsetting,
and less scary.

-Fred Rogers



Emotion Check-in



What Zone Are You In?			
Blue	Green	Yellow	Red
Sick Sad Tired Bored Moving Slowly	Happy Calm Feeling Okay Focused Ready to Learn	Frustrated Worried Silly/Wiggly Excited Loss of Some Control	Mad/Angry Mean Yelling/Hitting Disgusted Out of Control



How are you feeling today?			
1	2	3	4
calm relaxed happy peaceful positive	annoyed upset sad frustrated angry	unsure bored confused unusual tired	nervous worried anxious sick grumpy



The Zones of Regulation

What Zone Are You In?

Blue	Green	Yellow	Red
			
Sick Sad Tired Bored Moving Slowly	Happy Calm Feeling Okay Focused Ready to Learn	Frustrated Worried Silly/Wiggly Excited Loss of Some Control	Mad/Angry Mean Yelling/Hitting Disgusted Out of Control

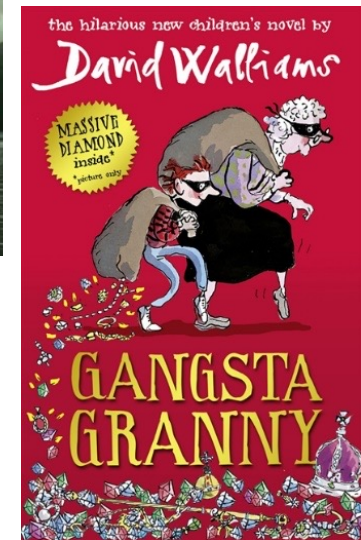
Normalising Emotions

Opportunities for conversations about emotions

Which **emotion** do you think the person is experiencing?



Chat about **emotions** that book and TV characters feel



Name it to Tame it

Young children feel strong emotions and struggle to express this with words. We can support them by naming the emotion they're feeling.

'It sounds like you are feeling angry about...'

'I imagine that you're feeling annoyed...'

'I wonder if you're angry because...'

'I can see that this is making you feel really frustrated...'

We can walk beside them through these feelings – acknowledging and normalising all emotions.

Reflecting on that fact that we as adults often need this before any advice or problem solving.

Validation

To support children with their emotions you can:

- Talk about the emotions they are feeling, actively listening to what they say.
- Label the emotions that they feel.
- Respect, accept and empathise with how they are feeling.
- Talking calmly about the situations that have sparked the emotions.
- Talking about goals and strategies for managing in these emotions, by scaffolding and joint problem solving.

“Proposing solutions before empathising is like trying to build the frame of a house before you lay a firm foundation.” - Gottman

Validation

Young children can be unpredictable, irrational and dramatic, but it does not mean that their feelings aren't valid.

Seemingly minor issues can become all consuming for a child and prevent them from moving on and focusing on a different task/situation.

Don't be silly now.

Just forget about it.

Come on, forget about it.

It's nothing you'll be fine.

You look upset, shall we chat about it?

That must be hard for you.

I can understand why you'd be disappointed.

De-escalation

The ultimate goal of any de-escalation method is to bring your child **'down' from their heightened fight, flight or freeze response.**

Children lose rational thought, morality, fear of consequence and conscious control over their behaviour!

Until this is achieved, there is **no point** trying to establish consequences, explore emotions, repair relationships... anything!
Their brain cannot process information in this state.

We need to support children to **take control over their body** and return to a physical state where they can **engage with you and the situation.**



De-escalation

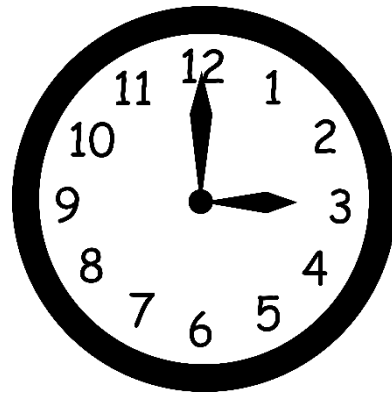
If your child is old enough, simply **giving them space** for their body to naturally return to a calm state is often the best method to de-escalate any situation!



Even if they need to have consequences for their behaviour, they will much better understand this after they have had time to cool off.

You can even tell them what time you will be back to discuss it.

*This gives you time
to cool off too!*



De-escalation

Language – calm, clear and concise

Try to **keep your voice quiet**. Try your best not to sound panicked, urgent or angry with the child when they are in a heightened state of arousal.

Speak in a **measured and slow manner** using as **few words** as possible. If your child has done something very serious, try to use **tone** rather than volume or complex sentences.

De-escalation Breathing



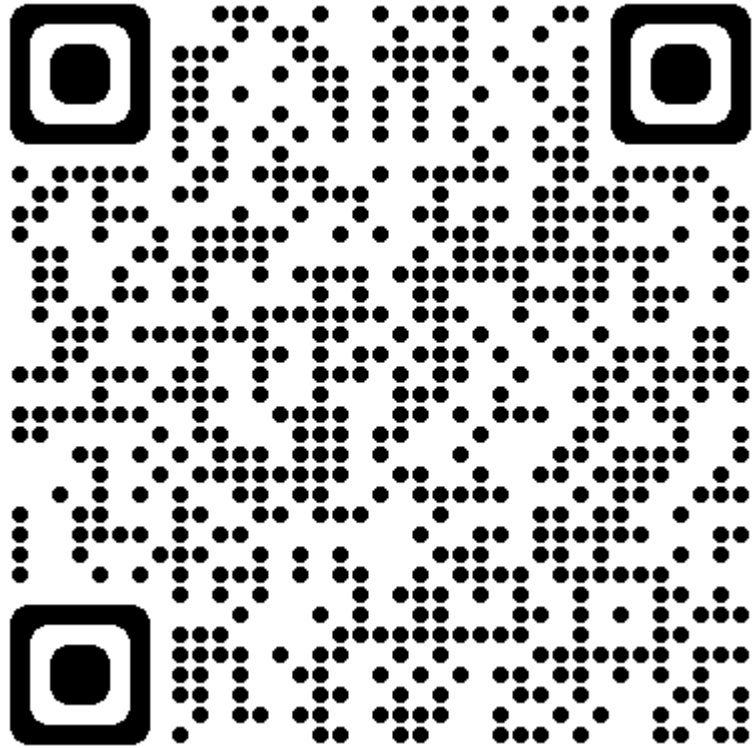
[#supersoulsunday](#) [#OWNTV](#) [#Oprahwinfrey](#)

What Children Can Teach Us About Dealing with Anger | SuperSoul Sunday |

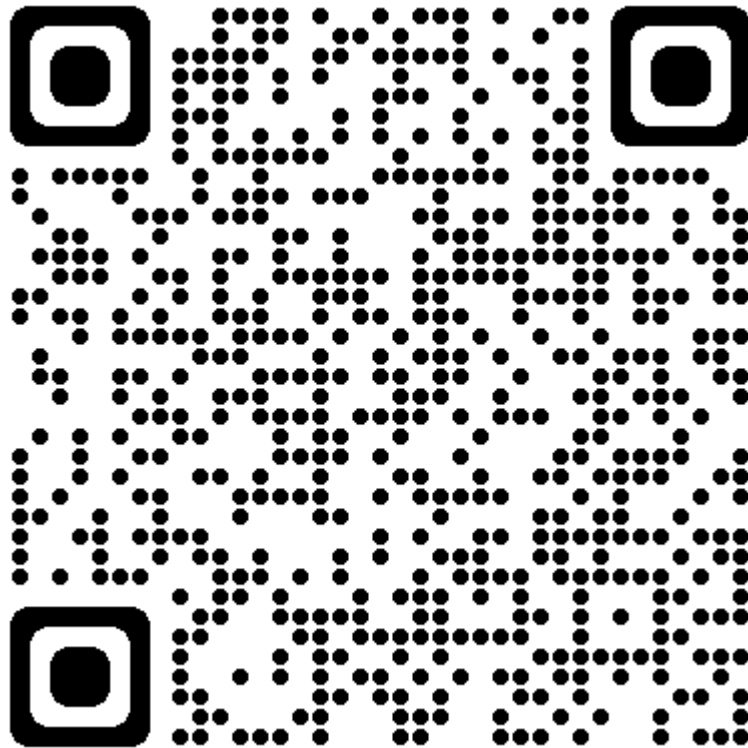
Managing Bodily Sensations



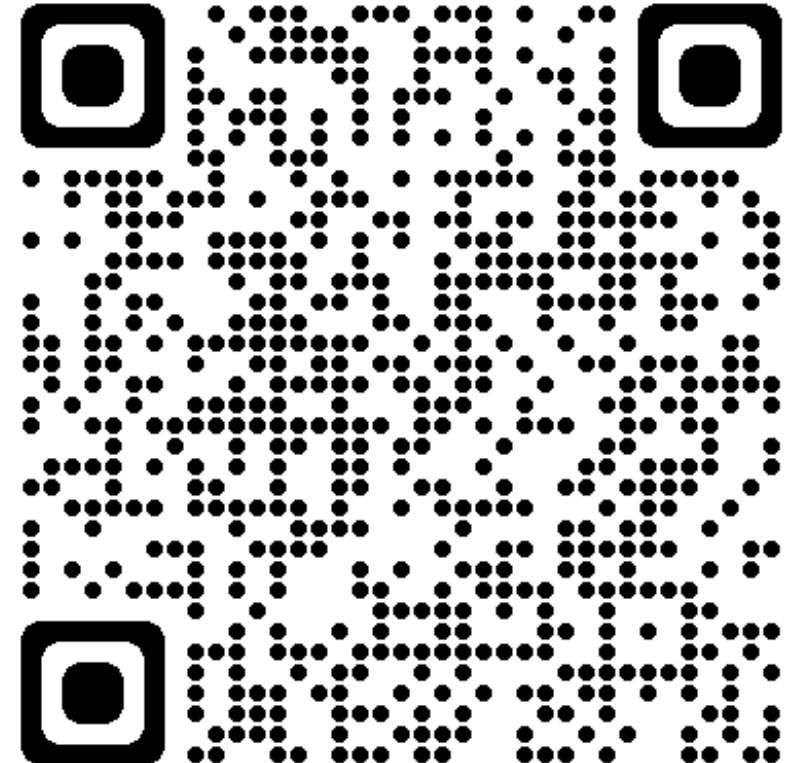
Breathing – under 11s



Cake and Candle Breathing



Square Breathing

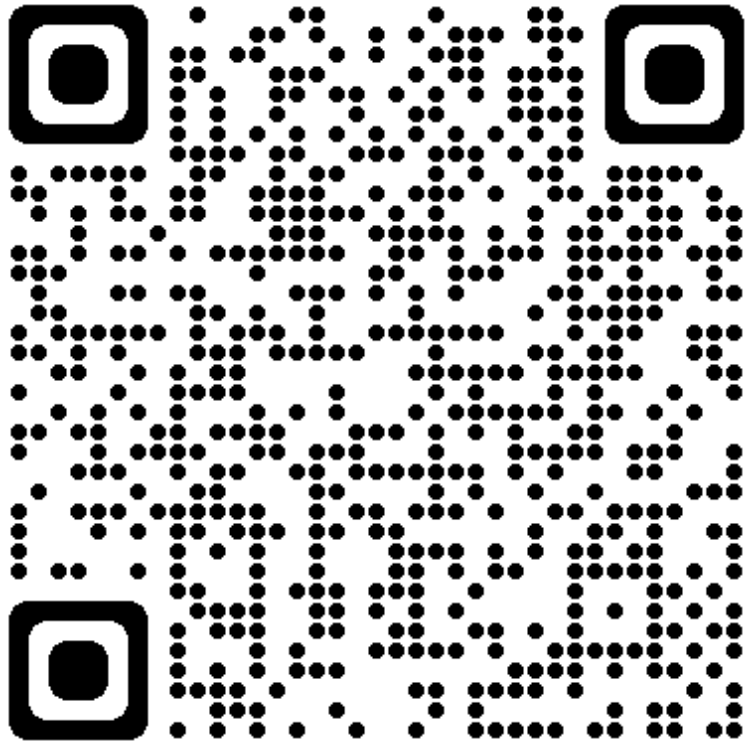


4-7-8 Breathing

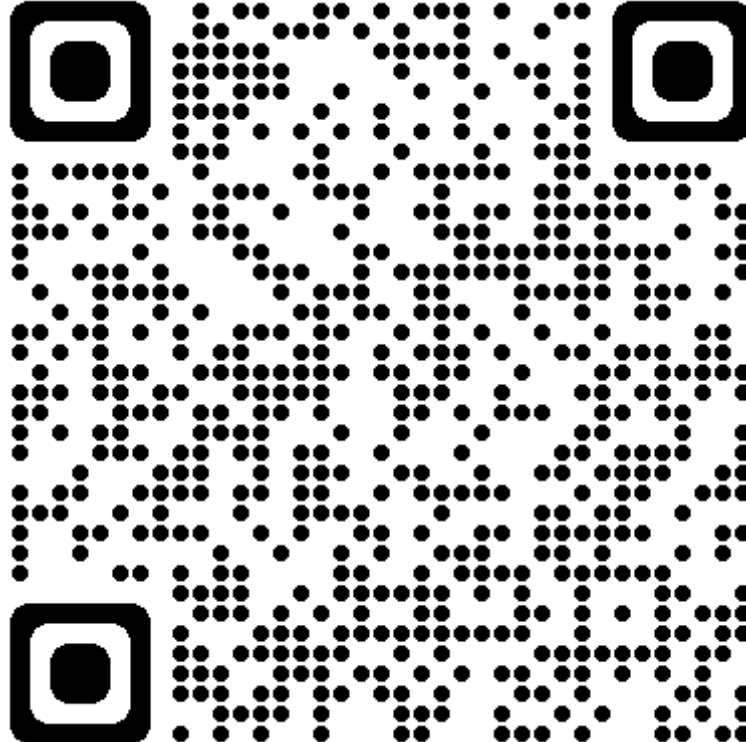
Managing Bodily Sensations



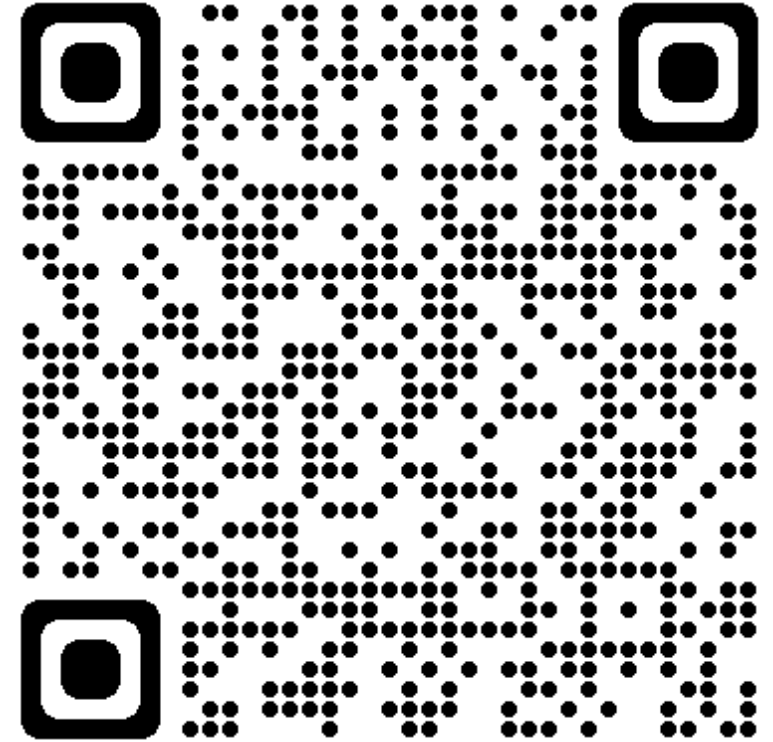
Breathing – Over 11s



5-4-3-2-1 Method



Square Breathing



4-7-8 Breathing

De-escalation Calm Down Steps

5 Senses Grounding Tool

Name: _____



5 things you can **see**



4 things you can **feel**



3 things you can **hear**



2 things you can **smell**



1 thing you can **taste**

Rest and Relax

Sit on the floor, close your eyes and cross your legs.

Feel your whole body relax.

Breathe in and out slowly.

Notice the sounds around you.

Listen to your breathing.

Feel your body on the floor.

Count to 30 slowly in your mind.

Open your eyes when you feel calm.



5 Finger Breathing



Wash it Away

Take some cold water and splash it over your face.

Now do the same with warm water.

Finish by splashing cold water again.



Stretch to the Sky

As you take a **deep breath in**, stretch up as high as you can.

Now **breath out** and bring your arms back down to your side.

Repeat 5 times



Balloon Belly Breathing



Inhale Fully

Place your Hands on your Belly.
Inhale and Blow Up your Balloon.
Feel your Belly and Lungs Expand.



Exhale Fully

Blow Out all of the Air in your Belly and Lungs.
Feel Your Balloon Deflate.
Notice how you Feel.

De-escalation Calm Down Steps

Spiral Swirling

Take your finger and slowly follow the swirl to the middle and out again 5 times.



Mind Garden

Close your eyes and imagine a beautiful garden. Walk around it. What is there? What can you hear? What colour are the flowers? **Make the garden yours by adding things that you like.** Picture yourself here until your body relaxes.



Cake and Candle Breathing

Face your palms towards you.

Imagine you have a tasty cake in one hand and a candle in the other.

Take a breath in and smell the cake.

Now breathe out and blow out the candle.



Category Quiz

Choose a category and think of 3 names or items for it.

Films



Cereal



City



Books



Colour



Fruit



Vegetables



Sports



T.V Show



Name It

Spell out your name. Now think of something that begins with each letter of your name.

N

Netflix

NETFLIX

A

Apple



M

Mouse



E

Electricity



Still as a Statue

Lie down somewhere comfy. Breathe in and out slowly. **Make your body as still as you can.**

Count to ten...

Start to move your body by wiggling your toes. Then move your ankles. Wiggle your legs. Move up your body moving each part at a time.

When you get to your head, roll it side to side gently.

Now gently sit up.



De-escalation Progressive Muscle Relaxation



De-escalation Letting it Out!

We say: “Big emotions have three rules...”

You must not hurt yourself.

You must not hurt someone else.

You must not cause damage.





Looking After Ourselves



As we move from parenting our children during a pandemic to resuming a bit of normality it is only natural to feel that we have been swept with the flow of life again. We know that meeting our own emotional wellbeing needs is important to be able to fulfil our children's but how many of us do this consistently, without guilt and worry.

Giving yourself, permission to spend small frequent amounts of time to re-charge your batteries with allow you to meet your own emotional wellbeing needs and that of others. If you are finding it difficult to make time for self-care, some helpful tips are; set a date with yourself, schedule this on your calendar, set a reminder on your phone or do frequent, small acts of self-care.

Remember, while practicing compassion, kindness and love towards our children and others it's also essential that we direct some of the same towards ourselves.



Fostering Self-Regulation

Children are sponges, they watch and take in everything that we do – even if it doesn't directly involve them.

Show your child what you do to calm down when you feel stressed. **Talk about what things you enjoy** and **explain that you need to look after yourself** to be healthy.

Rest doesn't need to be earned.



Modelling Self-Regulation



When dealing with an immediate 'meltdown', **swan-parenting** is the best approach so that you can be seemingly **calm, collected and open** to deal with your child's emotions.

Children pick up on irony! If you are displaying the very same behaviour that you would reprimand your child for, they are less likely to correct their own behaviour.

Instead, **have the upper ground** by relaxing your shoulders, taking deep breaths and using tone rather than volume to show seriousness.

Co-regulation

When supporting your child to regulate their emotions, you need to be aware of; your own emotions, your reaction to these emotions, and how they may affect your child's emotions (also known as co-regulation).

Younger children in particular will need your support to regulate their emotions. This can also be true of older children, particularly in times of crisis.



Steps for offering co-regulation

Using your presence and calm to reset your child's distressed brain.

1 Regulate yourself



2 Get close



3 Make eye contact



4 Listen



5 Be curious and seek to understand



6 Show empathy



7 Listen again



8 Offer warm affection
(with consent)



Modelling Reflection

Children mirror your language, interactions and attitude.

They hear more than we give them credit for.

Model how to reflect on behaviour.

We were arguing earlier, we both felt frustrated.

I shouted in the car earlier, that's because I was scared about...

I think you heard me slam the door, I was feeling really upset. I should have _____ instead.





Reflection

What could you have done instead?

How do you think that made me/other person feel?

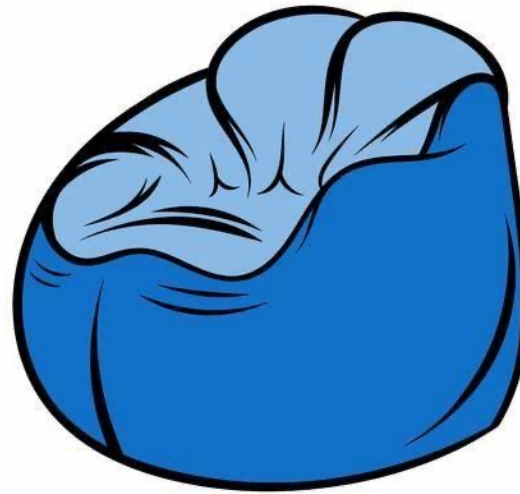
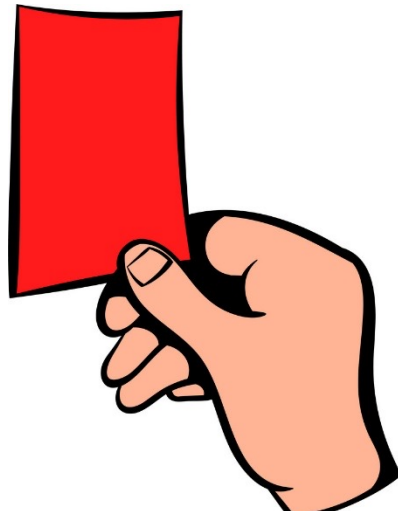
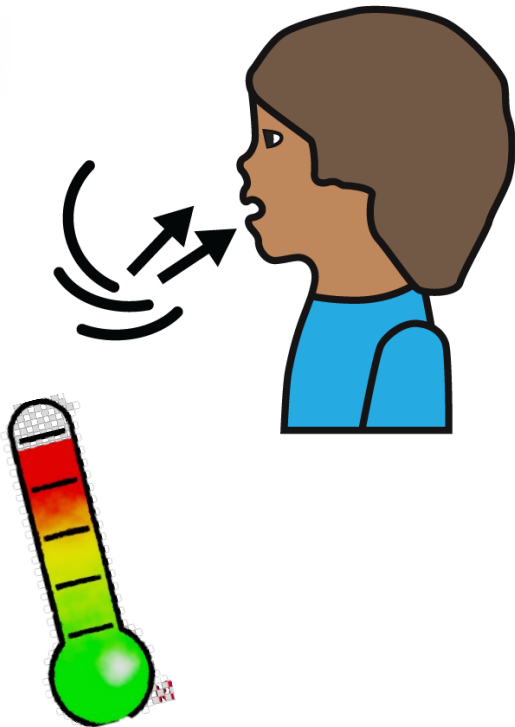
What could you do next time this happens/you feel this way?

What do you want me to know/do?

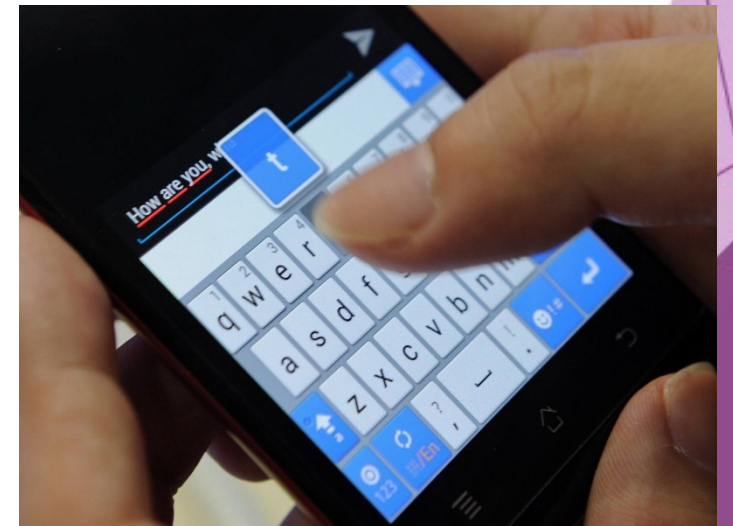
A Calm Down Plan

Planning **BEFORE** a meltdown or outburst happens helps children to utilise methods to calm down when they're overwhelmed without having to think about it in the moment – **we know they can't do this!**

Take deep breath



Code Word



My Calm Down Plan

What will I wear to feel better?



Where will I go to be calm?

A large, empty green rectangular box with rounded corners, intended for writing the location where the user wants to go to feel calm.

How will I manage my emotions?

A large, empty pink rectangular box with rounded corners, intended for writing how the user will manage their emotions.

Who will I speak to?

A large, empty yellow speech bubble with a blue outline, intended for writing the name of the person the user will speak to.

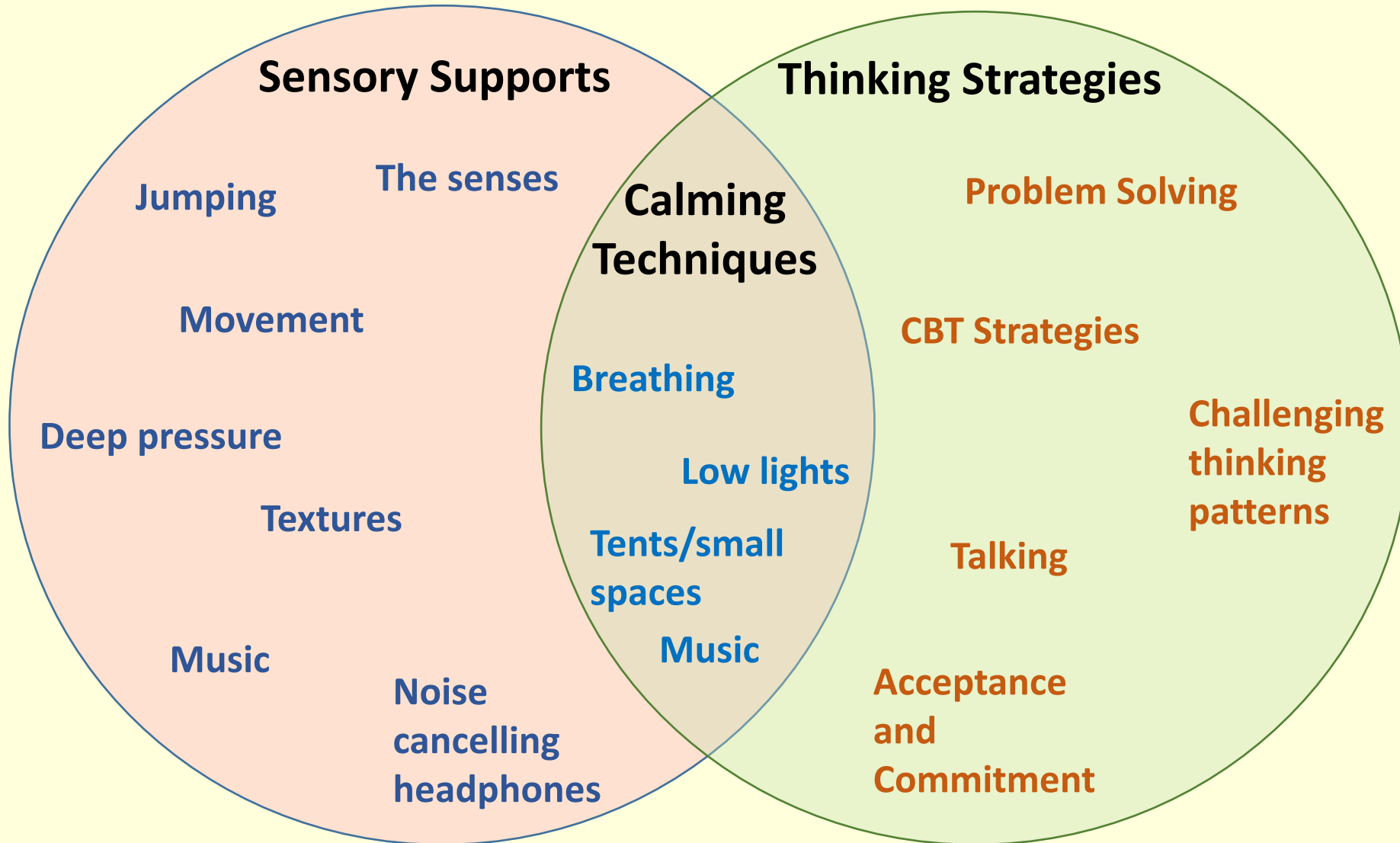
I can calm myself down in 3 steps...

A large, empty light blue rectangular box with rounded corners, intended for writing the first step to calm down.A large, empty light orange rectangular box with rounded corners, intended for writing the second step to calm down.A large, empty light green rectangular box with rounded corners, intended for writing the third step to calm down.

How will I tell someone I am angry?

A large, empty grey rectangular box with rounded corners, intended for writing how the user will tell someone they are angry.

How can you help children to regulate





If you're feeling **anger or frustration...**

You could distract yourself by:

- exercising
- hitting cushions
- shouting into the bath tub
- shaking your body
- tearing up paper



If you're feeling **sadness or fear...**

You could distract yourself by:

- wrapping yourself up in a blanket
- walk in nature
- let yourself cry or sleep
- talk to someone
- relaxation techniques



If you're feeling **shame...**

You could distract yourself by:

- spend time with people who treat you kindly
- self-acceptance: you are only human
- remind yourself of some times you achieved something good
- write down three things you're looking forward to



Emotional Regulation

Making Safe Choices



If you're feeling **numb or disconnected...**

You could distract yourself by:

- holding ice cubes
- have a very cold shower
- smell something with a strong odour
- hold your wrists under cold, running water



If you're feeling **self-hatred and want to punish yourself...**

You could distract yourself by:

- writing a letter to yourself from the part that hates yourself, then write a letter back from to point of view of someone who loves you
- Try to be creative. Try art, songs or dancing
- doing physical exercise that increases your heart rate



If you're feeling **the need to control...**

You could distract yourself by:

- writing lists
- tidy up/declutter
- rearrange your space
- write a letter expressing your feelings then rip it up.
- clenching your body then releasing





How to bring yourself back from the blue zone

Get your body moving, dance to some lively music or go for a run



Do something that makes you laugh: listen to a podcast, watch a funny film

Tell someone what is making you feel down and see how they can help



Have a cold shower, wake your body up and get your blood pumping

Listen to music and focus on the lyrics rather than the thoughts in your head



Have a cry, sometimes we need to get our emotions out before we start to feel better!



Bringing yourself out of the red zone



Exercise: Focus all your angry energy on exercise, go for a run, lift weights, dance. Get your body moving



Communicate: Sometimes we need to get our thoughts and feelings out in. But try and do this with a calm, trusted person



Shouting into a pillow or duvet (so no one hears you!)



Tense and relax your muscles, to feel more in control of your body



Take a break: stop and think or walk away before responding with anger

Breathe: slow your breathing down, breathe in for 3 counts, and out for 4 counts



Put headphones in and listen to music, preferably calm music

An Emotionally Open Home

Open discussions
around all
emotions.

Self-reflect.

Good sleep/eat
routines.

Time to talk through
thoughts and
feelings.

Emotion 'check ins'.

Modelling how to
emotionally
regulate.

Feelings chart on
the fridge.





Headspace | Meditation Tips | Letting Go of Effort



Headspace | Mini Meditation | Let Go of Stress



10 Minute Sleepcast: Rainday Antiques from Sleep by Headspace



Headspace | Meditation | Underlying Calm



10-Minute Meditation to Reframe Stress



Sunday Scaries? Identify Anxious Thoughts with this Mini-Meditation



MoodKit

Uses CBT principles to help with low mood and anxiety.



HappiMe

Free app that helps to raise self-esteem, self-confidence and happiness levels in children and young people



Chill Panda

Chill Panda helps children better understand their stress and shows them ways to feel better using breathing techniques, yoga, exercise and calming games.



SAM

SAM is an app to help you understand and manage anxiety.



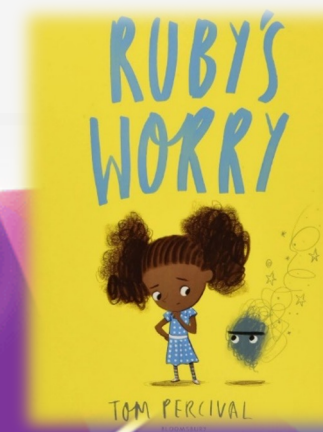
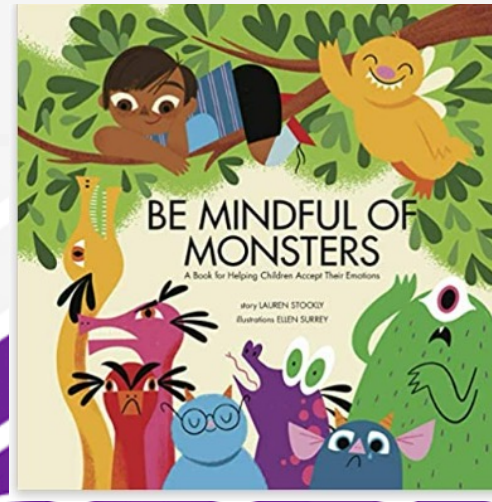
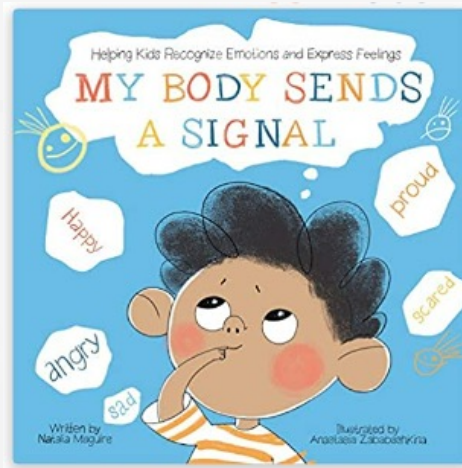
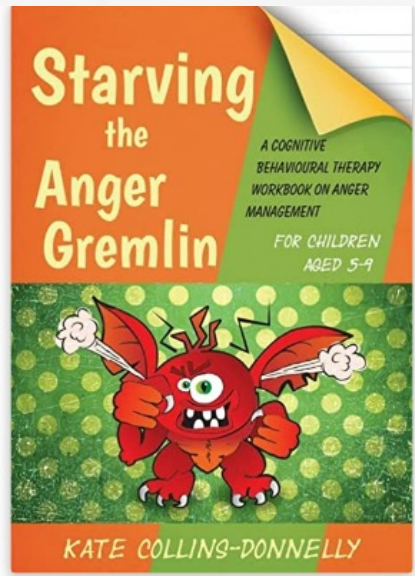
Stop Breathe Think

Check in with how you're feeling, and try short activities tuned to your emotions.



Virtual Hope Box

The Virtual Hope Box (VHB) is a app that contains simple tools to help with coping, relaxation, distraction, and positive thinking.





GIG
CYMRU
NHS
WALES

Bwrdd Iechyd Prifysgol
Cwm Taf Morgannwg
University Health Board

tidyminds.org.uk – Coping with common issues > anger
camhs-resources.co.uk – Books, apps and websites

Search: ‘NVR for Parents Oxleas NHS Foundation’



GIG
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NHS
WALES

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Cwm Taf Morgannwg
University Health Board



Diolch am wrando!

Please scan this
QR code with
your phone
camera if you
have any
feedback.

