

Big Emotions and Supporting Positive Behaviour

Parent Workshop 6



Group agreement

- ✓ Please arrive on time
- ✓ If you need to miss a session let one of us know beforehand.
- ✓ **No personal recording of sessions at any time.**
- ✓ Keep information discussed in sessions confidential.
- ✓ Mute yourself when not speaking to avoid noise feedback.
- ✓ Be respectful to each other and opinions shared.
- ✓ If you need to step away for a minute, please email one of us to let us know or message the chat.
- ✓ Review handouts after sessions.





- Aims of the session
- Reviewing home practice -
introducing withdrawal of attention
for undesirable behaviours.
- Reminder about safety check-in
- Introducing calm time
- Home practice
- Feedback and questions

Reminder:

Everything we say in the session
is confidential, unless I am
concerned about your safety or
the safety of others around you.

I will speak to you, if I need to
break confidentiality, **UNLESS** I
am worried that it will put you in
more danger

The aims of today's session

To learn about calm time and how to implement this

Ways to support your child to learn about emotions

Strategies to support your child with self-regulation



Safety check-in

During your child's assessment an in-depth risk review was completed

This would have included:

- Any thoughts of not wanting to live
- Self-harm
- Risk to or from others
- Neglect or self-neglect.



Due to the group setting we will not be checking in with you regarding risk for your child.

BUT please let us know via email or by staying behind after the session if there is any change in risks or you need support around this.

If you ever feel unable to keep your child safe or they are experiencing a mental health crisis, please call the **NHS first response service on 111** (open 24/7).



Reviewing home practice



Last week's home practice was:

- To continue using special time, praise and giving instructions for positive boundary setting
 - To try introducing withdrawal of attention for undesirable behaviours.
-
- How did people find this?
 - Does anyone feel comfortable sharing their experiences?
 - Any observations or challenges encountered?





What is Calm time?



- It's **a strategy that supports your child to calm down** when they are upset or frustrated.
- Calm time encourages children to **learn self-control** and **self-regulation**.
- Having space to calm helps children to reach a place where they can learn, problem solve and **manage their emotions more effectively**.
- Research has shown that this strategy is **effective in reducing the occurrence of behaviours that are inappropriate** in children over three years old.
- It **needs to be explained to the child** before you use it so that they understand
- Calm time ideally is **used as little as possible** to make it more effective.

Preparing for calm time

Step 1:

Explain what behaviour calm time is for.

Introduce it in a brief and positive way to help the child to calm down.



Step 2:

Find a good place for calm time to take place.

This should be a relatively non-stimulating area, that promotes calmness.

E.g. a comfy chair or sofa



Step 3:

Make sure you are in the same room or nearby to the child.

This means that you can see that your child is safe, & when they become more regulated or calm.



Using calm time effectively

Clear warning

- Provides an opportunity for the child to make a choice - continue the behaviour or go to Calm Time

Clear instruction

- To go to identified place for calm time

Brief

- Rough guide is 1 minute for every year of life, up to 5 minutes

Leaving before feeling calm....

- Return your child to calm time place

Ending

- You can end calm time early if your child is feeling calm

Praise

- Give praise for managing emotions

Move on

- Don't revisit the reason for calm time. Focus on another activity, staying positive!

Modelling Co-regulation for Self-regulation (5 min clip)



Please note this video talks about adolescents/youths and staff – however applies to any adult-child relationships.

<https://www.youtube.com/watch?v=RRMBHQ-Bmk0>

Co-Regulation Strategies



Stop and pause together

LISTEN.
LISTEN...

Actively listen



Use a calm voice

play

Find a way to play



Create a safe space



Soft touch or hugs



Get moving - walk, exercise, go outside

CONNECT

Foster positive connection



Problem solve together

KEEP CALM

Model and share calm



Empathy, validate, or understand

JUST breathe

Deep breathe

CHOICES

Give choices

Remember all emotions are okay!

- Children **should not be punished for having 'big feelings'** they are often still figuring out how to deal with these feelings and fighting with their 'survival brain'
- **Practice labelling and validating feelings** e.g. 'I can see that you are feeling quite angry and frustrated. It's okay to feel...'



- **Practice giving alternatives and setting boundaries**

E.g. 'I can see that you are feeling quite angry, It's okay to feel angry but it is not okay to take it out on me or others, maybe we can go outside and kick a football to release some of our anger or take some deep breaths'.

Turtle Technique

Recognize that you feel angry.

Go into shell:
Take 3 deep breathes. And think calm, coping thoughts.

“Think” Stop.

Come out of shell when calm and thinking of a solution.

ZONES OF REGULATION!

Blue	Green	Yellow	Red
Sick Sad Tired Bored Moving Slowly	Happy Calm Good to Go Focused Ready to Learn	Frustrated Worried Silly/Wiggly Anxious Excited	Mad/Angry Mean Yelling/Hitting Out of Control I Need Time and Space

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Emotional regulation strategies

5 Finger Breathing

Start here

1. Stretch one hand out so you have space between your fingers.
2. Hold up your pointer finger from the other hand (index finger).
3. Start at the bottom of your thumb. Use your pointer finger to trace up your thumb, slowly breathe in through your mouth.
4. When you get to the top of your thumb, slowly breathe out of your nose as you trace down the other side.
5. Repeat for all fingers until you have traced round your whole hand.

Rainbow Grounding

Look at the rainbow and name items of each colour.

Grounding can help you focus on the present moment if you are feeling stressed or overwhelmed.

Figure 8 Breathing

1. Slowly trace the "figure of 8" with your eyes or finger.
2. Follow the breathing signs above as you trace:
 - flower: breathe in - smell the flower.
 - candle: breathe out - blow out the candle.

The 5-4-3-2-1 Grounding Technique

Ease your state of mind in stressful moments

	5	Acknowledge 5 things that you can see around you.
	4	Acknowledge 4 things that you can touch around you.
	3	Acknowledge 3 things that you can hear around you.
	2	Acknowledge 2 things that you can smell around you.
	1	Acknowledge 1 thing that you can taste around you.



When your child is in the midst of a meltdown, remember that they are not giving you a hard time, they are having a hard time.

Dr. Laura Markham

De-escalate difficult behaviour by talking in a non-judgemental, validating way to your child

WIN(E)

- **Wonder...** I wonder if something happened at school today
- **Imagine...** I imagine feeling angry can be really difficult because its such a big emotion
- **Notice...** I notice you seem to be getting angry with mum
- **Empathy...** *is all of the above!*



What you can do as parents

- Provide a **predictable environment** (when possible) at home
- **Be consistent** in your approach
- **Model** patience, acceptance of emotions, how you feel, how you manage your difficult emotions & calming strategies.
- **Talk about your own emotions** with your child (don't talk about too adult things)
- **Praise efforts to regulate emotions** - emotional regulation is learnt, so any attempts should be explained and praised. E.g. "I saw you taking some deep breaths when you felt angry, that is a really good way to calm down, well done for trying!"

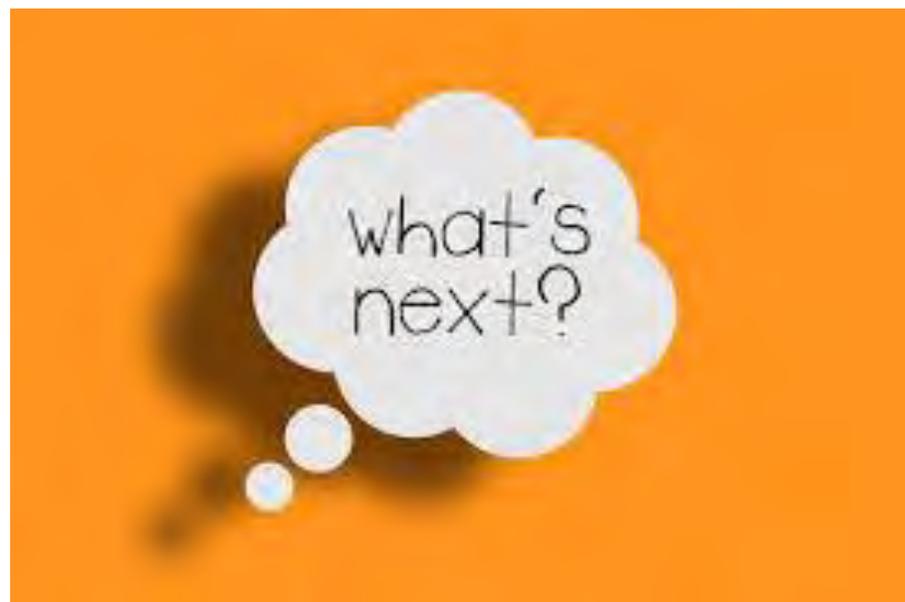


KEEPING THINGS GOING!

- Continue using special time, instructions and praise, plus withdrawing attention for undesirable behaviours.
- Introduce and use calm time if your child is displaying destructive or dangerous behaviours.
- Teach emotional regulation strategies.



What's Next?



- What strategies have worked?
- What progress/changes have you seen?
- What do you still want to work on?



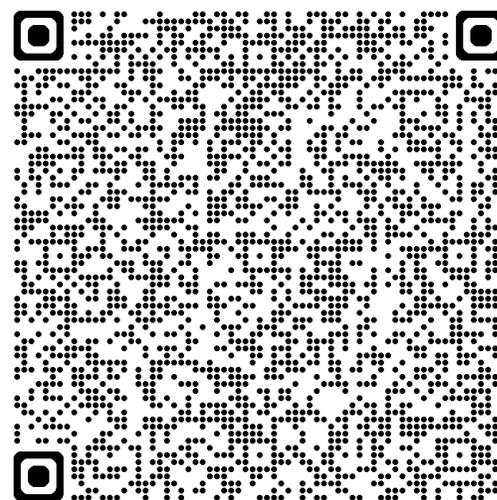
Any Questions or Feedback?



Review how you feel these workshops have gone over the past 6 weeks.

Use the QR Code or use the link

<https://tinyurl.com/ymwz6swv>



If you wish to talk to us privately, please stay behind after the session or send us an email



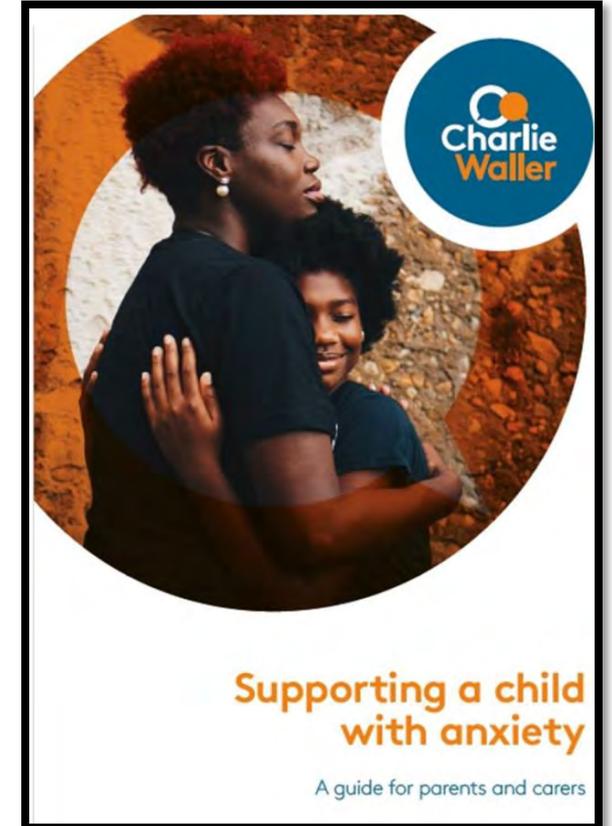
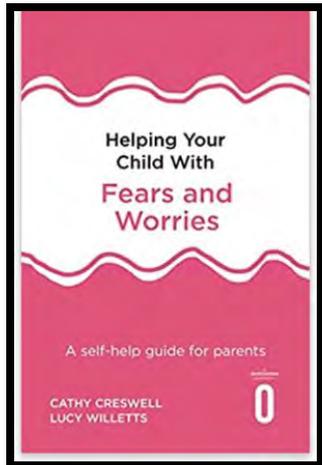


Other agencies/resources to help your child

YOUNG MINDS

Contact Us

Call the Parents Helpline: 0808 802 5544 (Monday to Friday 9.30am - 4pm, free for mobiles and landlines)





Other agencies/resources to help you



Feeling low?
Anxious?
Struggling to cope?

Text SHOUT
to **85258**
for free,
confidential
support, 24/7

SAMARITANS
Call free day or night on
116 123

A registered charity

