

Big Feelings:

Coaching Your Child
Through Intense Emotions

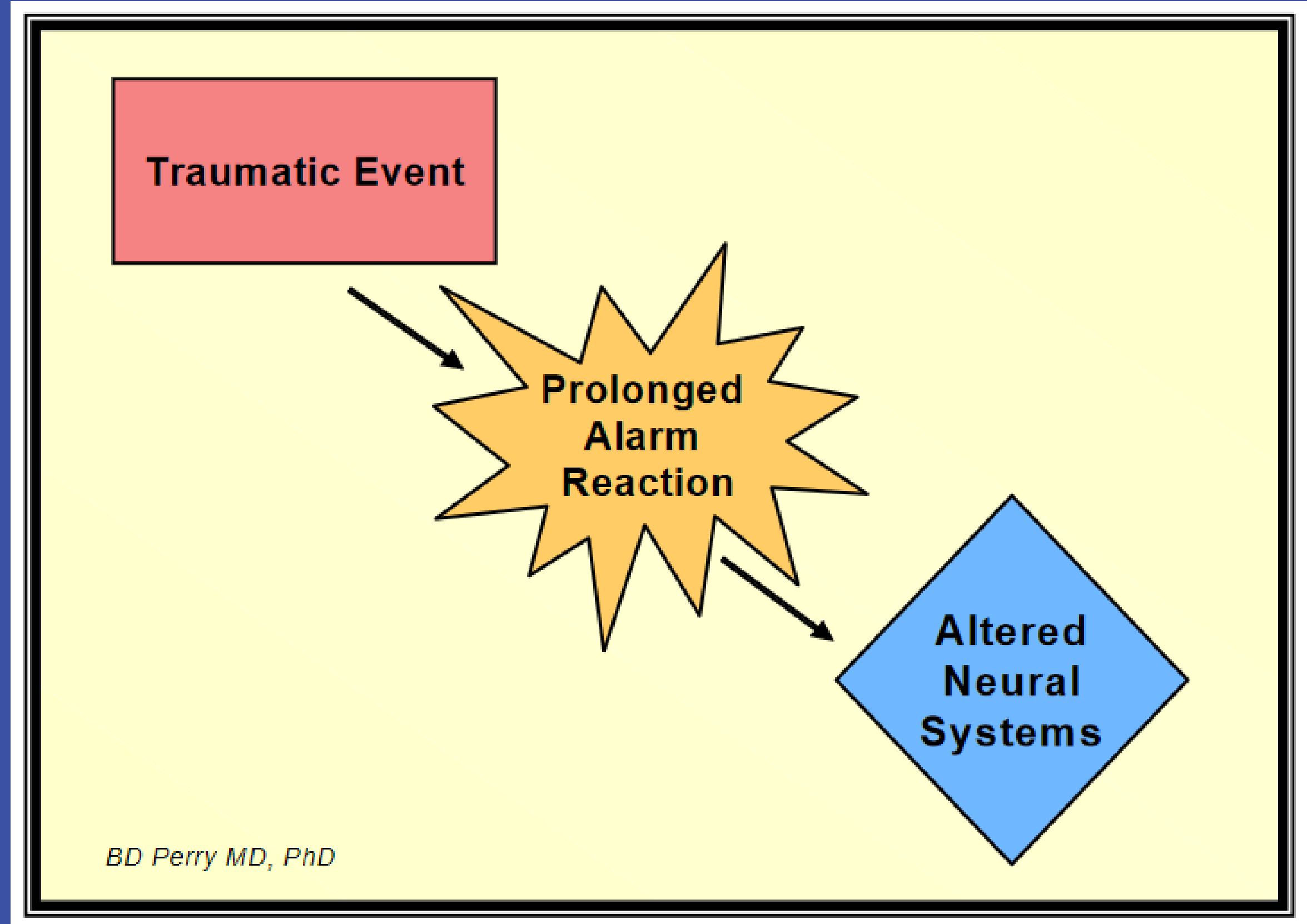




Emotional Dysregulation



Emotional Dysregulation





Trauma and Emotional Dysregulation

“Abused and neglected children often fail to develop effective strategies for emotional regulation, partly as a result in differences in processing emotional cues.”

NEW DIRECTIONS IN CHILD ABUSE
AND NEGLECT RESEARCH



Child Abuse & Neglect

The International Journal

Official Publication of The International Society
for the Prevention of Child Abuse and Neglect

Editor-in-Chief
Christine Wekerle
McMaster University



Trauma and Emotional Dysregulation

“Thus, children exposed to family violence show poorer executive functioning performance relative to their peers, even in the absence of trauma related cues.”



The Science of Neglect:
The Persistent Absence of Responsive
Disrupts the Developing Brain

WORKING PAPER 12

Trauma and Emotional Dysregulation

“Children who have been severely neglected also have higher rates of emotional and behavioral problems in comparison to non-neglected children...”





Coaching Philosophy

Revisit our parenting presumptions

Training

Build the skills of self/emotional awareness

Game On

De-escalate, validate empathize, and reflect



Revisiting our Parenting Presumptions

Traditional

Kids do well if they want to.

Therapeutic

Kids do well if they can.

Revisiting our Parenting Presumptions

Your child is doing the best he can.

and

Your child can do better.

Revisiting our Parenting Presumptions

Traditional

Impact
=
Intent

Therapeutic

Intention and
impact often
unrelated.

Revisiting our Parenting Presumptions

Traditional

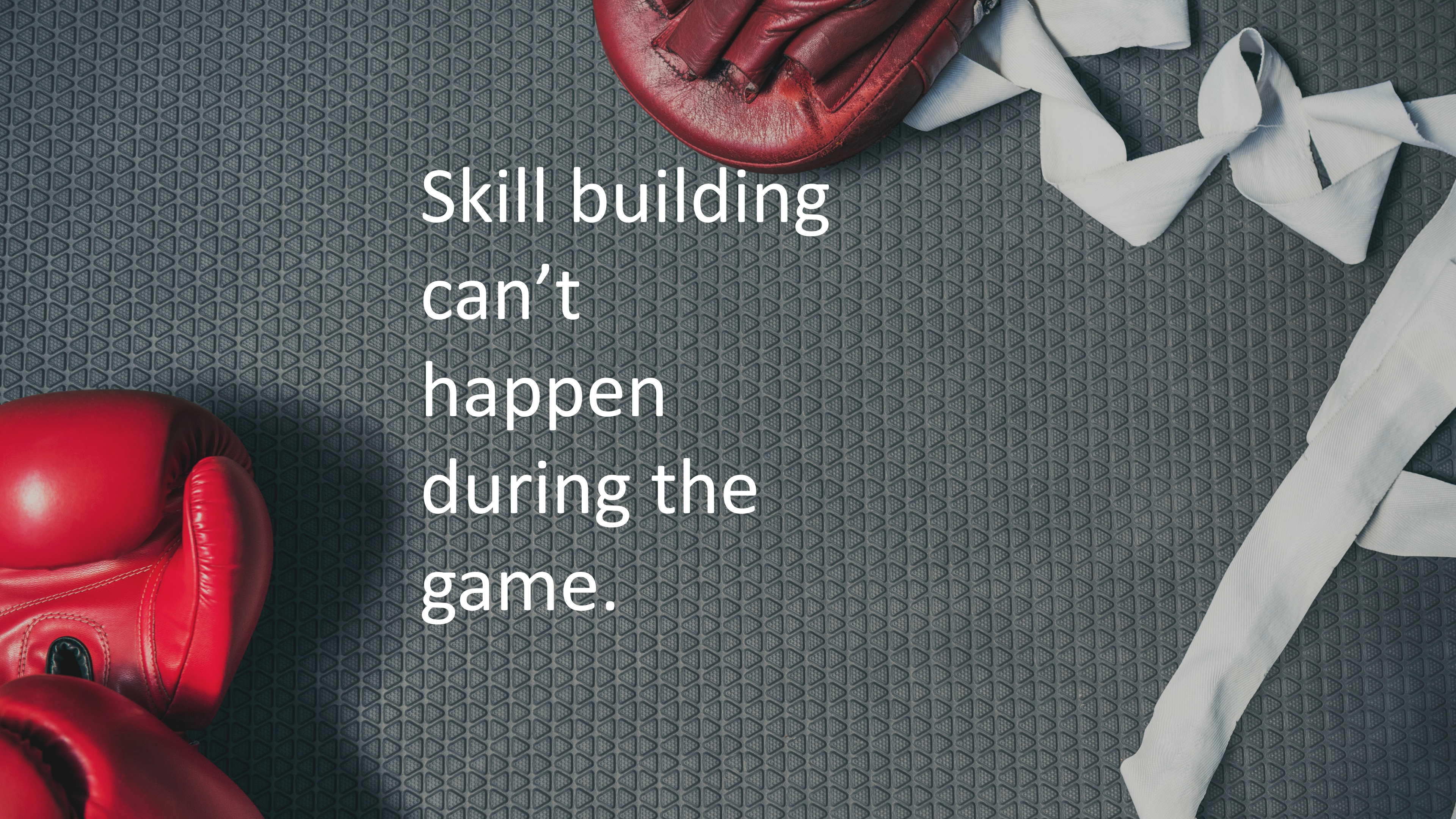
I have to prepare my child for the “real world”.

Therapeutic

Children must be regulated in order to learn life skills.

Training



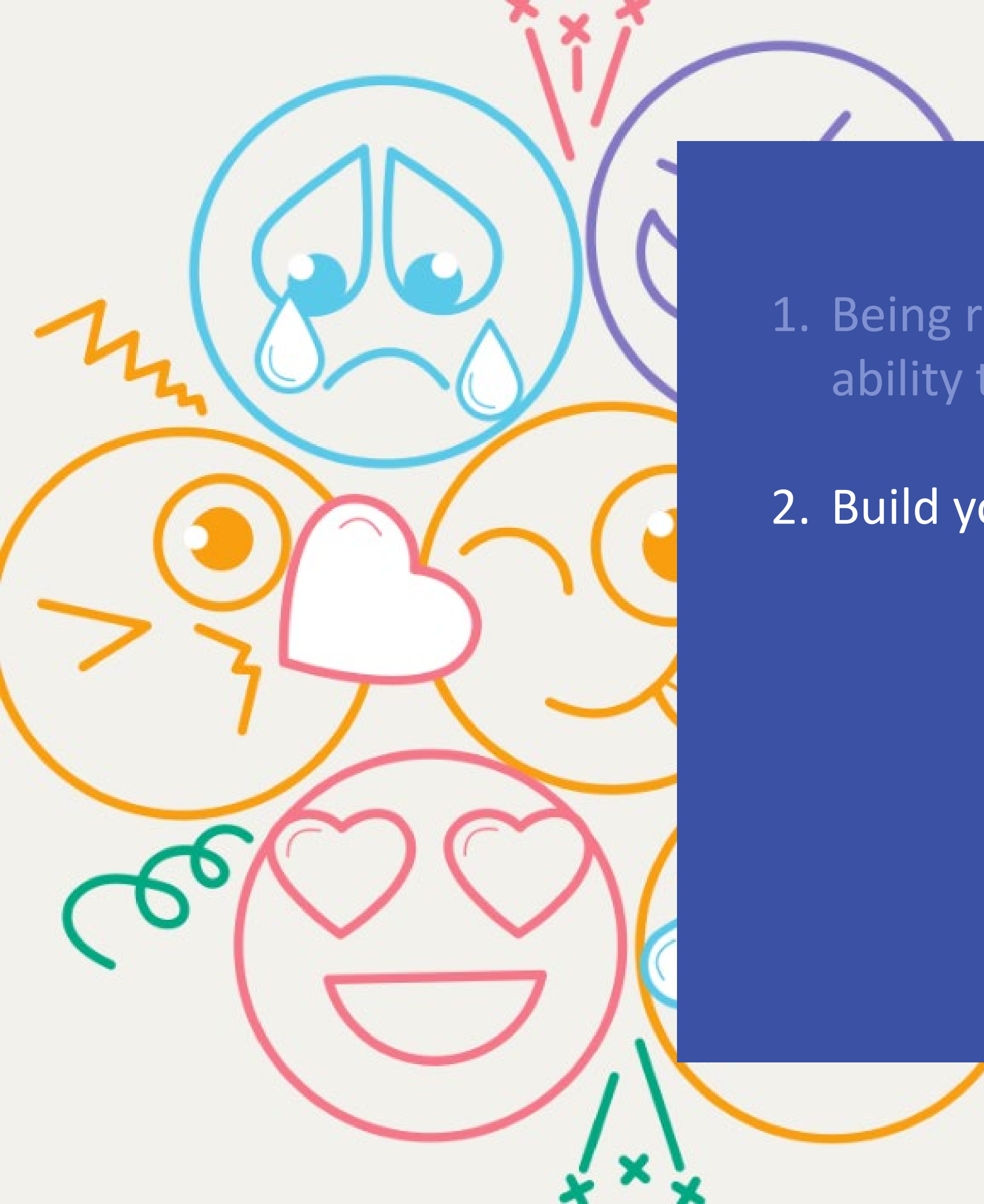
A top-down view of a dark grey mat with a repeating triangular texture. In the top right corner, a pair of red boxing gloves is partially visible, along with a white cloth or towel. In the bottom left corner, another pair of red boxing gloves is visible. The text "Skill building can't happen during the game." is centered on the mat in a white, sans-serif font.

Skill building
can't
happen
during the
game.



1. Being responsive to children builds the ability to self-regulate.



- 
- The background features a collection of stylized, hand-drawn faces in various colors (blue, orange, pink, purple). One face is crying with large blue tears, another has a wide smile with heart-shaped eyes, and others show different expressions like surprise or anger. There are also decorative elements like zig-zag lines and small 'x' marks.
1. Being responsive to children builds the ability to self-regulate.
 2. Build your child's emotional vocabulary



Can You make the expReSSion?

Happy
Confused
Very happy
Ashamed
Surprised
Angry
I like you
Annoyed
Bored
Very angry
Sad
Tired
Embarrassed
Interested
Disgusted
In pain
Suspicious
Scared
Very

I look like I'm
happy



My Feelings From A-Z

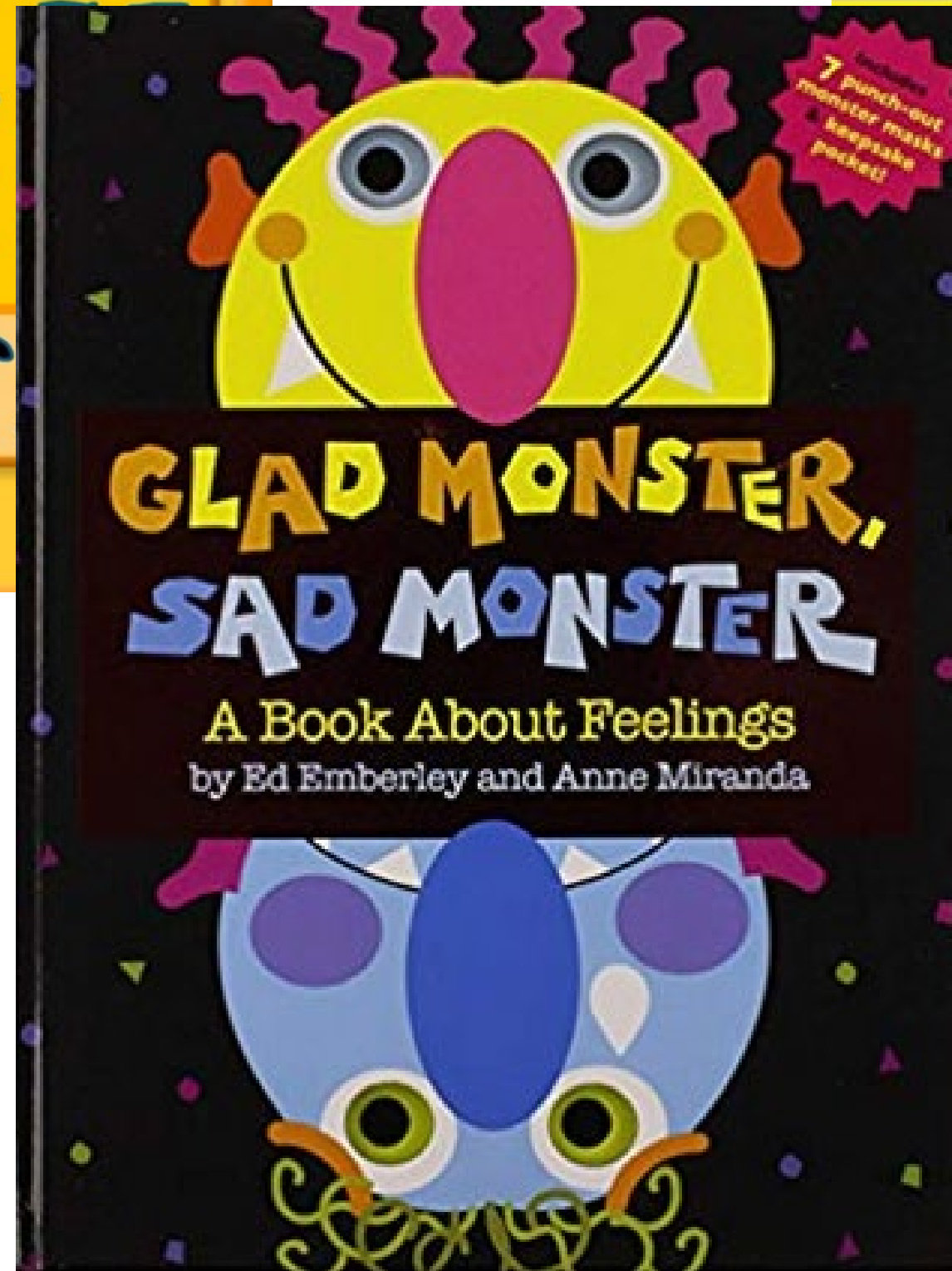
Angry	Bewildered	Confused	Depressed
Enthusiastic	Frightened	Glad	Happy
Irritated	Joyful	Kooky	Low
Melancholy	Nervous	Overjoyed	Proud
Queasy	Rowdy	Shocked	Terrified
Upset	Victorious	Worried	(E)Xcited
		How do you feel today?	
Yucky	Zany		

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<http://www.teacherspayteachers.com/Store/KathyRyan>



Feelings FLASHCARDS

A great way for kids to share—and learn about—all kinds of emotions





1. Being responsive to children builds the ability to self-regulate.
2. Build your child's emotional vocabulary
3. Body awareness is crucial (internal cues)





sad

tired

bored

ready to learn

calm and peaceful

helpful and kind

fast

frustrated

silly or wiggly

loud

mean

mad or angry



Read a book.
Have a snack or drink.
Draw a silly picture.

Super job!
Tell yourself:
Yes, I can do this!

Think like a hero:
How can you solve it?
Fix it or fidget.

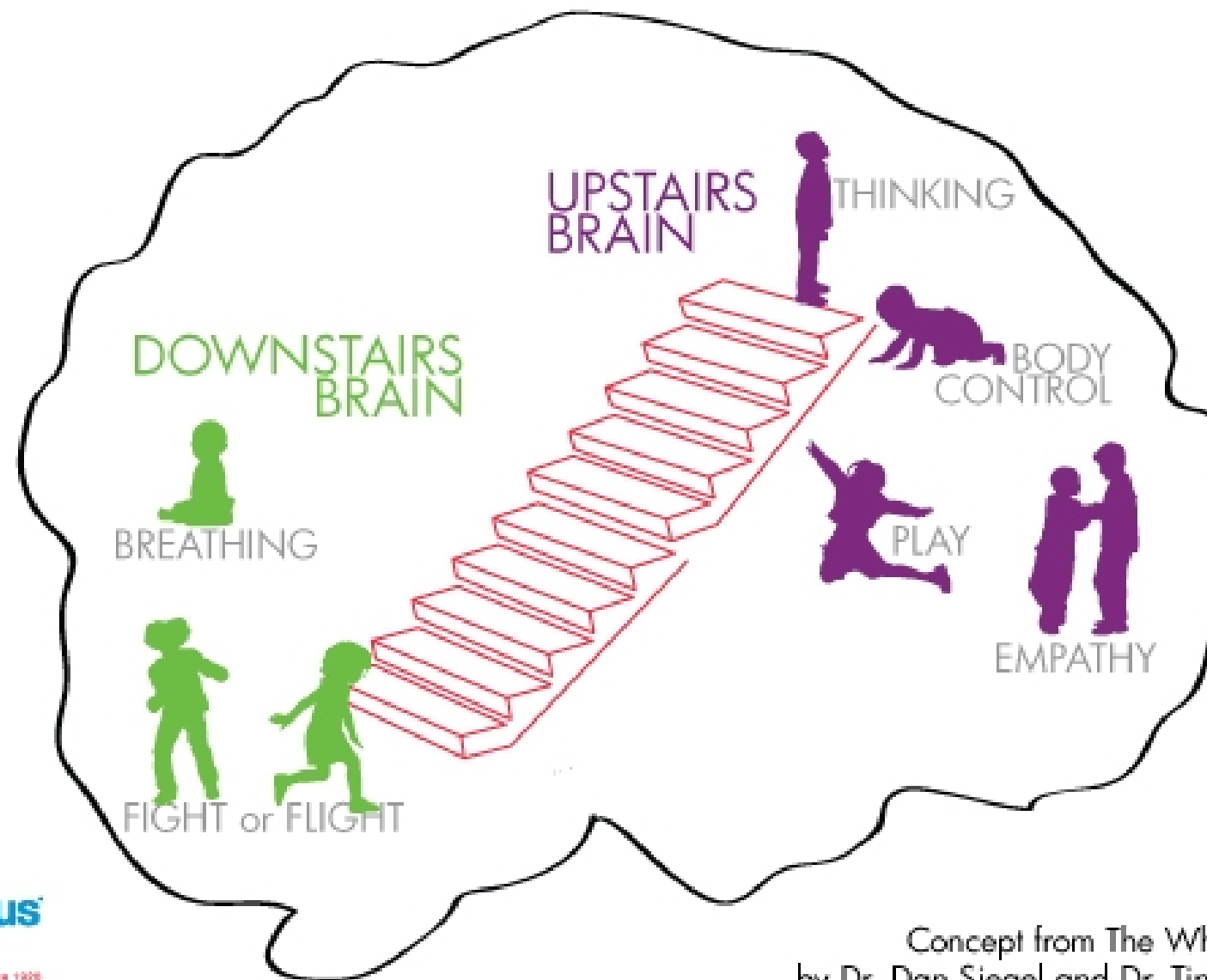
Take a break.
Squeeze back into
Bruce Banner.





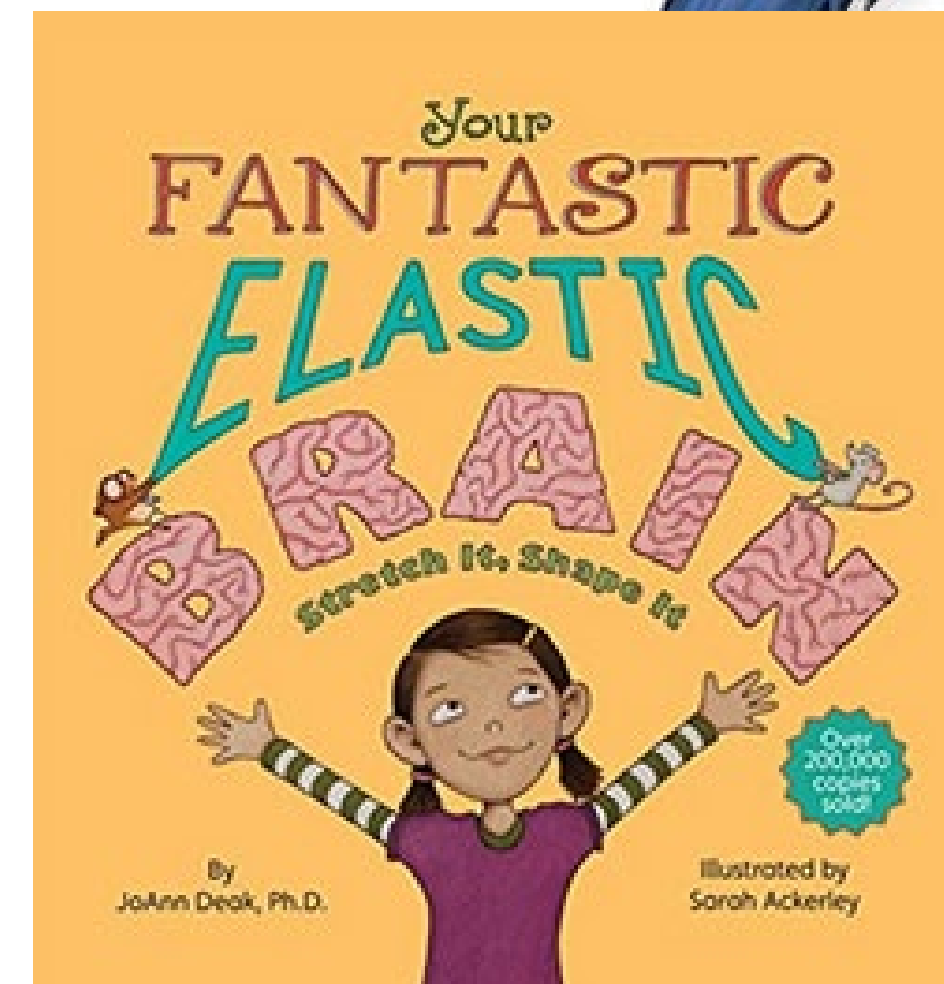
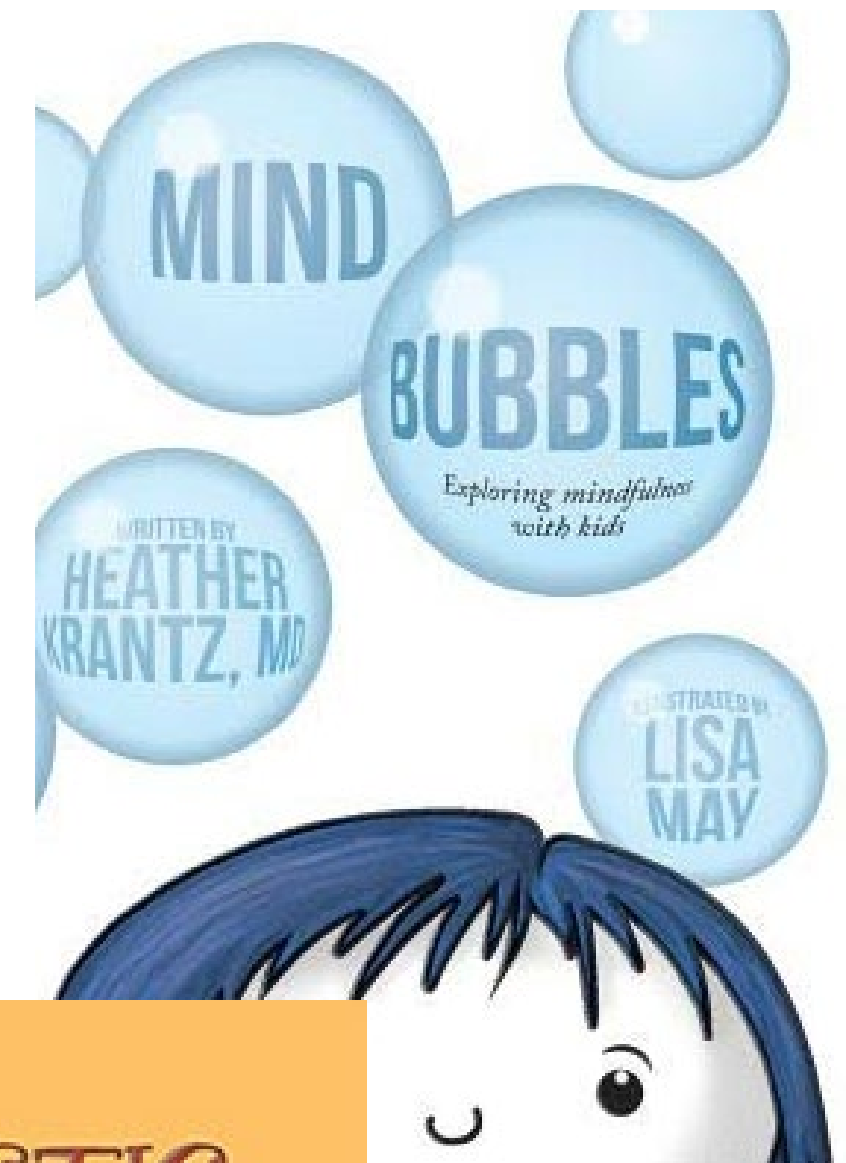
1. Being responsive to children builds the ability to self-regulate.
2. Building your child's emotional vocabulary
3. Body awareness is crucial (internal cues)
4. Talk to kids about how their brains work.





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Concept from The Whole-Brain Child
by Dr. Dan Siegel and Dr. Tina Payne Bryson





1. Being responsive to children builds the ability to self-regulate.
2. Building your child's emotional vocabulary
3. Body awareness is crucial (internal cues)
4. Talk to kids about how their brains work.
5. Build your team.



Game On





De-escalate

- Remain calm
- Slow Down
- Decrease stimuli
- Avoid threats or shame
- Use short positive requests



Validate, Empathize and Reflect

“Practically speaking, validation means resisting the temptation to deny or minimize what our kids are going through.”



Dan Siegel, M.D. from No Drama Discipline





The background features a light beige surface with a piece of torn, textured paper at the top. Below this, a horizontal strip of orange paper is visible. Three large, teal-colored rectangular blocks with deckled edges are arranged horizontally. The text is centered across these blocks.

You're having such a hard time, I'm right here with
you.



Validation and empathy, help us recognize the feelings a child is expressing and reflect those feelings back to him in a way that gives him insight into his behavior.



References

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