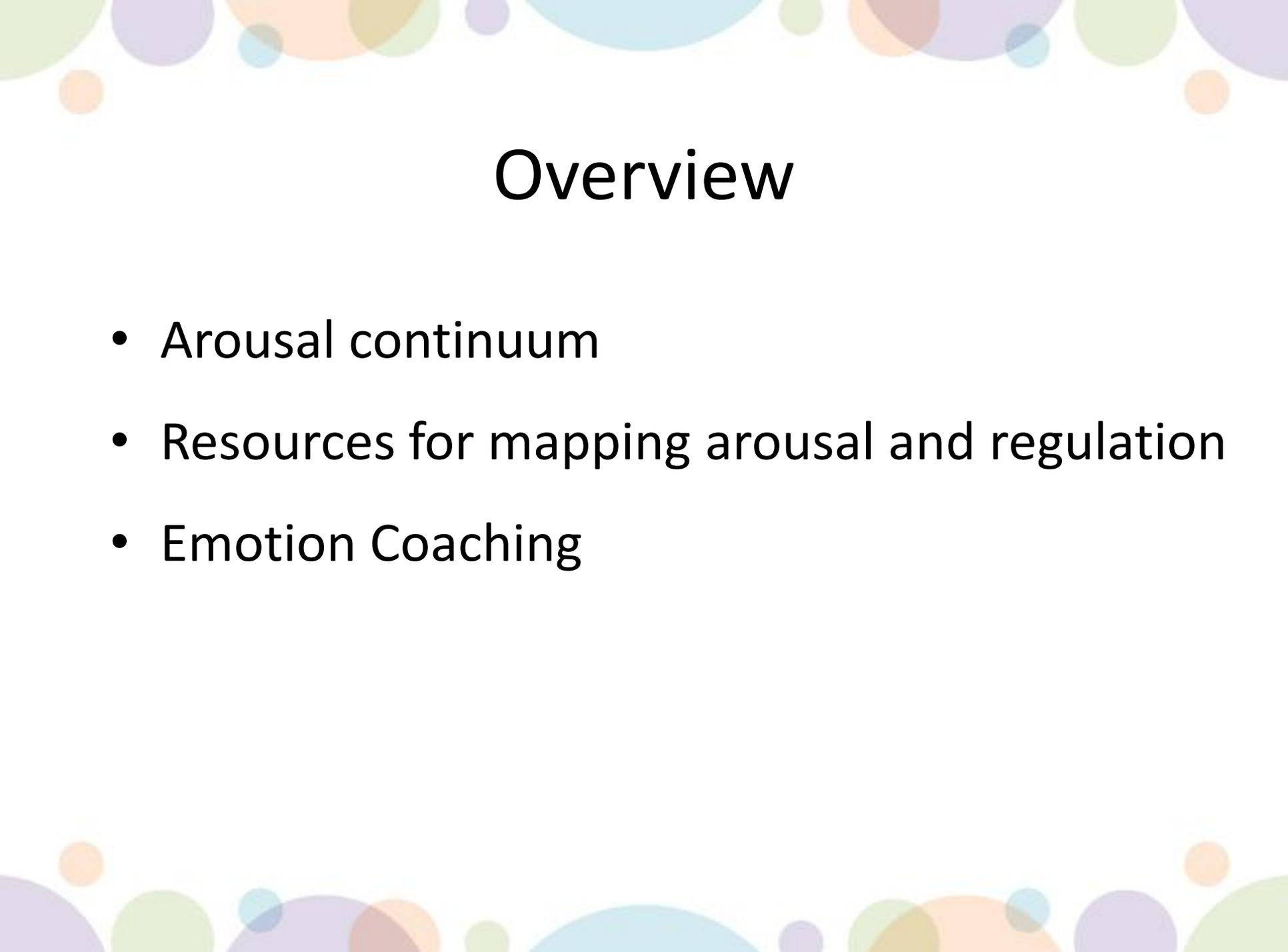




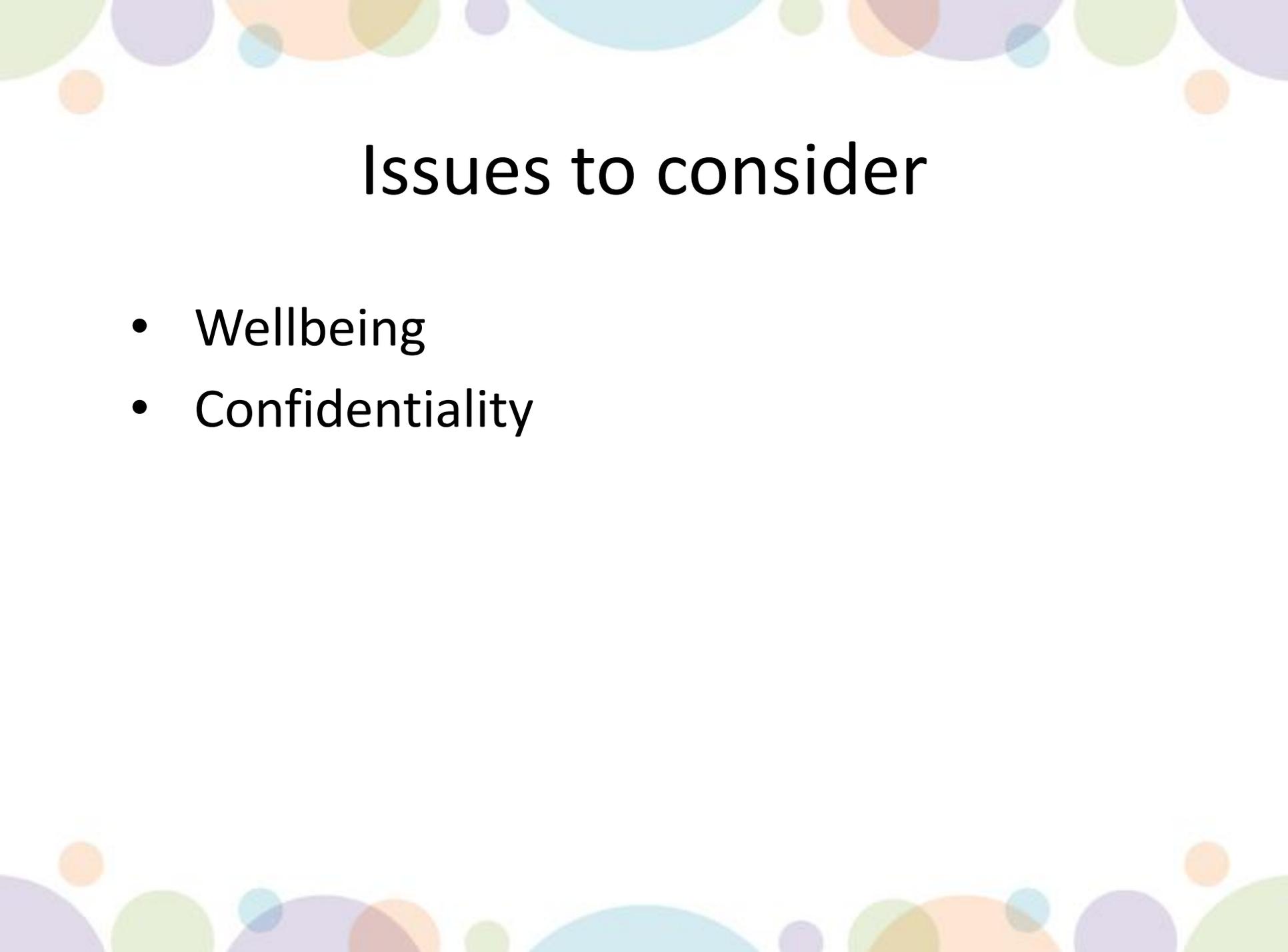
Emotional Regulation

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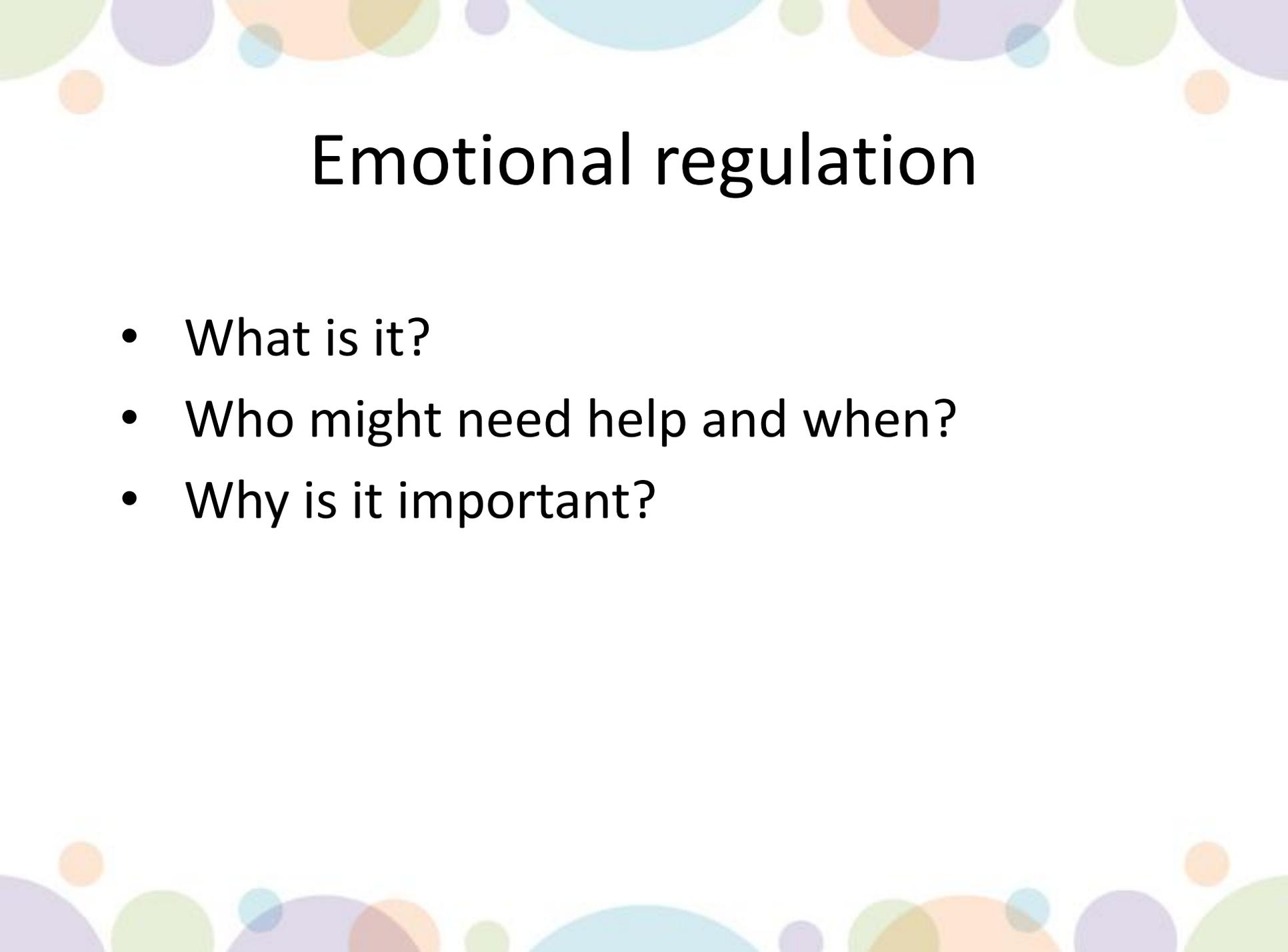
Overview

- Arousal continuum
- Resources for mapping arousal and regulation
- Emotion Coaching



Issues to consider

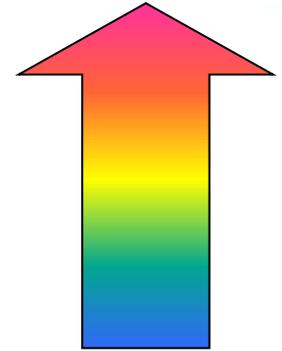
- Wellbeing
- Confidentiality



Emotional regulation

- What is it?
- Who might need help and when?
- Why is it important?

Arousal Continuum



- Originates from trauma literature

“Traumatisation is stress, frozen in place – locked into a pattern of neurological distress that doesn’t go away by returning to a state of equilibrium.”

Jon Allen, Menninger Centre

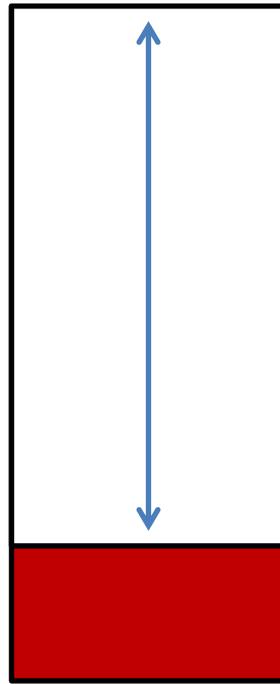
Calm – Alert - Alarm - Fear – Terror

Louise Bomber/Bruce Perry

How can we use the arousal continuum?

- A clear, consistent plan for supporting children who become dysregulated
- Responsive and adaptive adult support
- Increased understanding of the adult responses that are likely to de-escalate or escalate a situation
- Develop children's self-awareness and self-regulation

Windows of Stress Tolerance



Keegan



Jay

Adapted from Louise Bomber

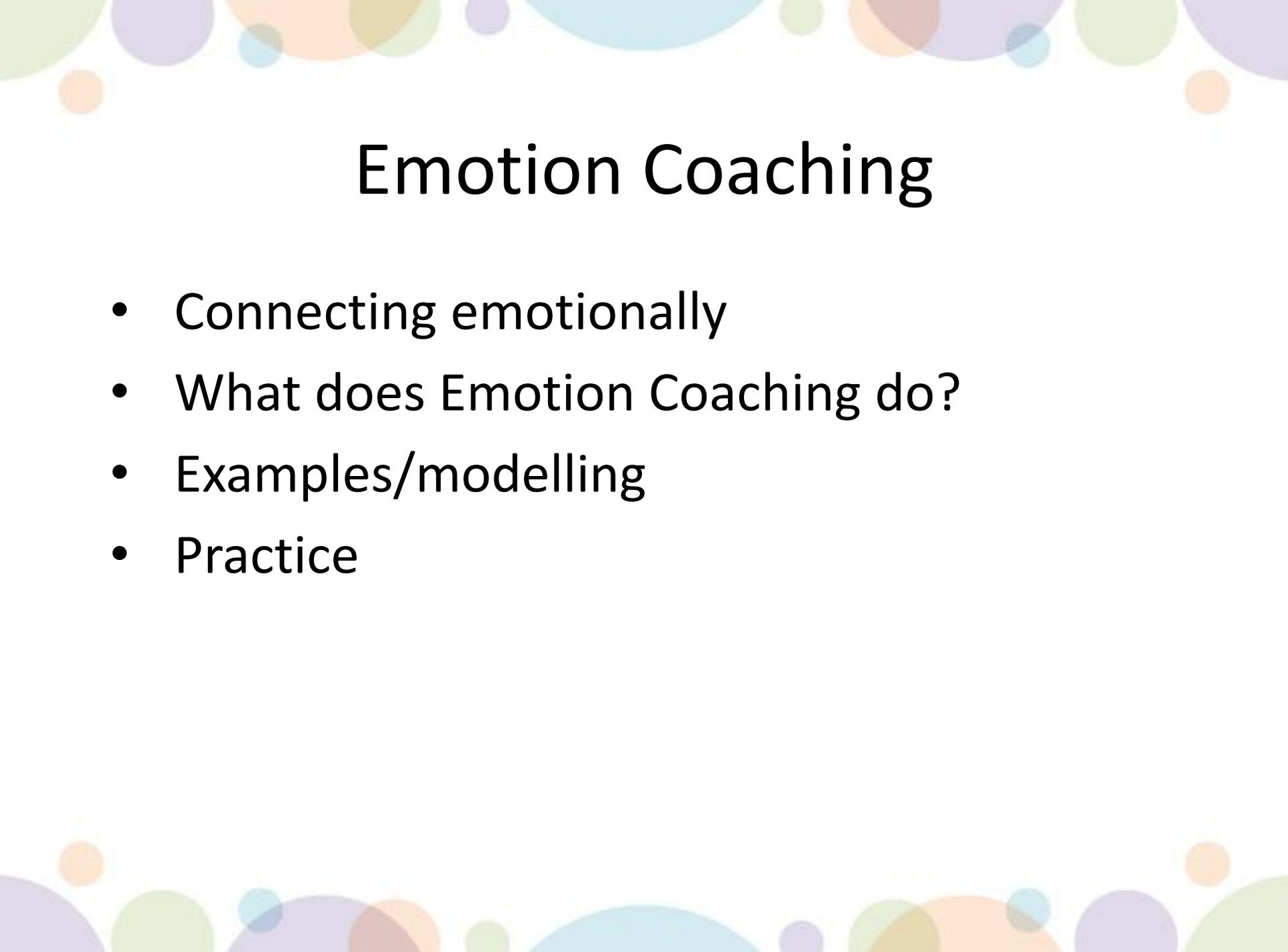
Activity

State	Calm	Alert	Alarm	Fear	Terror
Typical behaviours					
Pupil response	Rest	Vigilance	Freeze	Flight	Fight
Predictable Adult <i>de-escalating</i> behaviours					
Predictable adult <i>escalating</i> behaviours					

State	Calm	Alert	Alarm	Fear	Terror
<p>Typical behaviours</p> <ul style="list-style-type: none"> - Plays independently - Positive or neutral affect - Can engage in parallel play with others - Creative or imaginative play - Can communicate needs appropriately - Lost in thought 	<ul style="list-style-type: none"> - Concentrating - Focused on task / work - Paying attention to adults - Can communicate needs appropriately - Can follow normal rules / routines - Can learn new information - Plays more interactively with others 	<ul style="list-style-type: none"> - Easily frustrated - Grumpy, irritable, argumentative - Crying, sulking - Disengaged, quiet, isolated - Difficulty identifying and communicating needs - Difficulty problem solving - Unable to engage appropriately in play with peers 	<ul style="list-style-type: none"> - Shouting, swearing, screaming - Physically unable to sit still - Threatening - Shut down - Posturing and possibly hitting - Unable to process requests - Focussed on immediate needs or goals 	<ul style="list-style-type: none"> - Physically aggressive - Running away - Destroying property - Unable to process requests - Responding to adults as threatening - Out of control - Dangerous self-harming - Not necessarily aware of surrounding environment 	
Pupil response	Rest	Vigilance	Freeze	Flight	Fight
<p>Predictable Adult de-escalating behaviours</p>  <ul style="list-style-type: none"> - Be consistent in routines - Provide advance warnings for change - Maintain a quiet classroom - Frequent communication - Consistent time prompts 	<ul style="list-style-type: none"> - Provide academic support when needed - Frequent communication/ engagement - Simplify directions / single step instructions - Non-threatening voice tone/ body language 	<ul style="list-style-type: none"> - Encourage pupil to take a break - Empathise with feelings - Encourage use of a self-regulation strategy e.g. deep breathing - Reduce stimulation - Adjust expectations 	<ul style="list-style-type: none"> - Neutral expression / body language / tone - Simple, single step instructions - Calming presence and co-regulation - Bring in additional supports - Minimal verbal engagement 	<ul style="list-style-type: none"> - Get additional support - Remove other students from area - Neutral affect / body language - One step directive language - Time! 	
<p>Predictable adult escalating behaviours</p>  <ul style="list-style-type: none"> - Chaotic/noisy environment - Long periods of unstructured time - Long unstructured tasks - Over stimulating multimedia - Excessive talking - Too little variation in activities 	<ul style="list-style-type: none"> - Communicating from a distance - Loud tone of voice - Contingency-based consequences - Complex instructions - Sarcasm - Negative, angry expression / body language / tone 	<ul style="list-style-type: none"> - Excessive talking - Too many people becoming involved - Staring - Pushing expectations - Not being flexible 	<ul style="list-style-type: none"> - Reminding of academic expectations - Moving closer to the student - Adults showing anger, fear and/or anxiety - Negative/loud voice - Stating consequences - Complex instructions 	<ul style="list-style-type: none"> - Shouting - Screaming - Grabbing - Crossing personal space - Inappropriate / unwanted touch 	

What next?

- Develop child-friendly version of the arousal continuum in partnership with the child
- Work with key staff to identify individual profiles for specific children so you have an understanding of their individual triggers, and what signals might tell you they are moving up the continuum, as well specific escalating and de-escalating adult responses.



Emotion Coaching

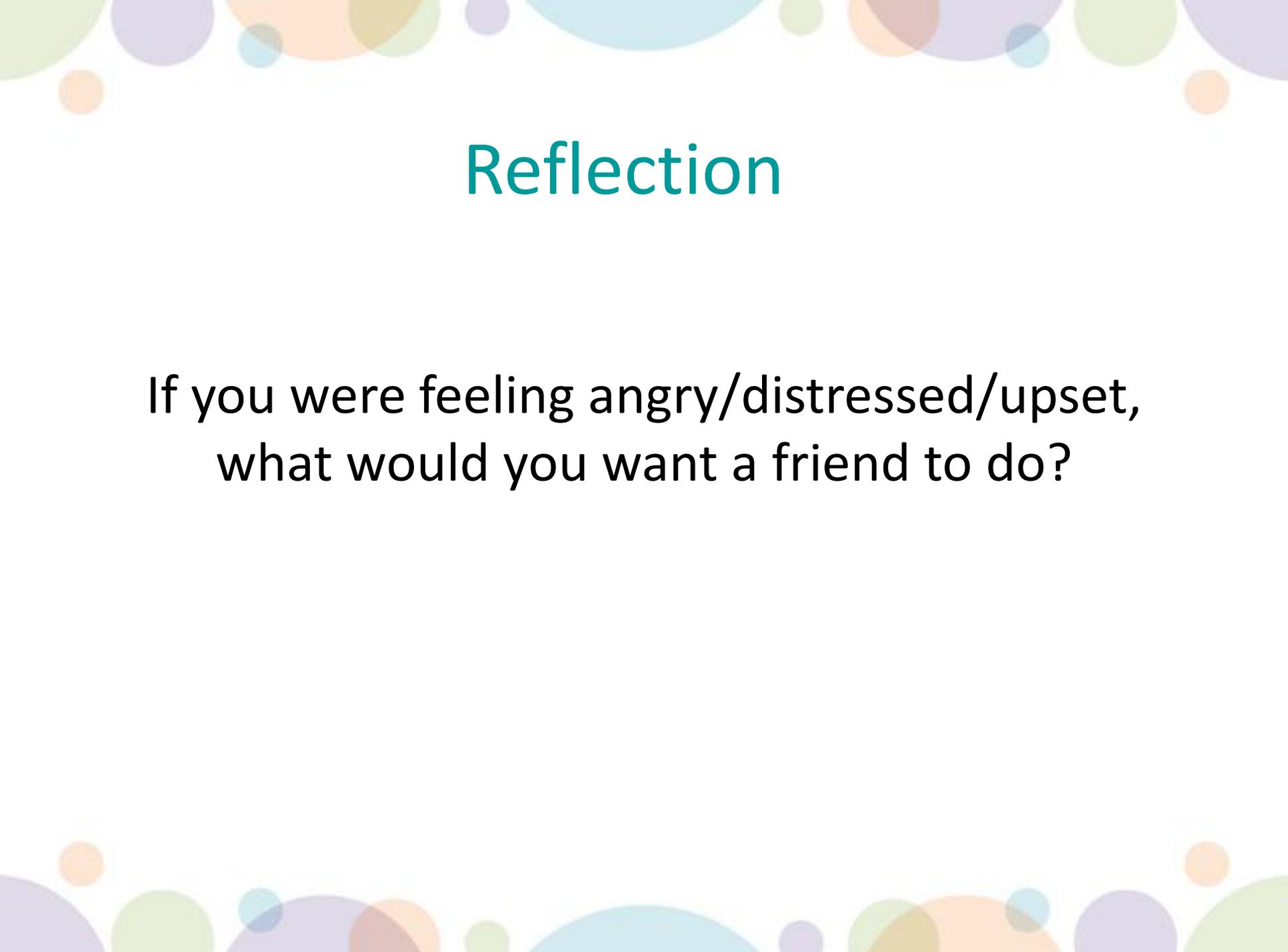
- Connecting emotionally
- What does Emotion Coaching do?
- Examples/modelling
- Practice

Emotion Coaching

*Much of today's popular advice ignores the world of **emotions**. Instead it relies on child-rearing theories that address the child's behaviour, but disregard the feelings that **underlie the behaviour** (Gottman).*

Emotion Coaching:

- Acknowledges rather than dismisses emotions.
- Teaches children about emotions **in the moment**.
- Gives children **strategies** to help them deal with their emotional ups and downs.
- Correlates with secure attachments; observed during positive parent interactions – intuitive approach rather than created.



Reflection

If you were feeling angry/distressed/upset,
what would you want a friend to do?

Spot the difference

Low empathy
Low guidance

Low empathy
High guidance

High empathy
Low guidance

High empathy
High guidance

Adapted from Janet Rose

Spot the difference

Dismissive

Low empathy

Low guidance

Disapproving

Low empathy

High guidance

Laissez Faire

High empathy

Low guidance

Emotion Coaching

High empathy

High guidance

Adapted from Janet Rose

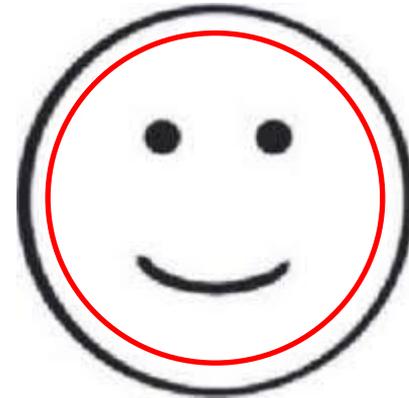
Emotion Coaching

External frameworks



External regulation
(sanctions and rewards)

Internal frameworks

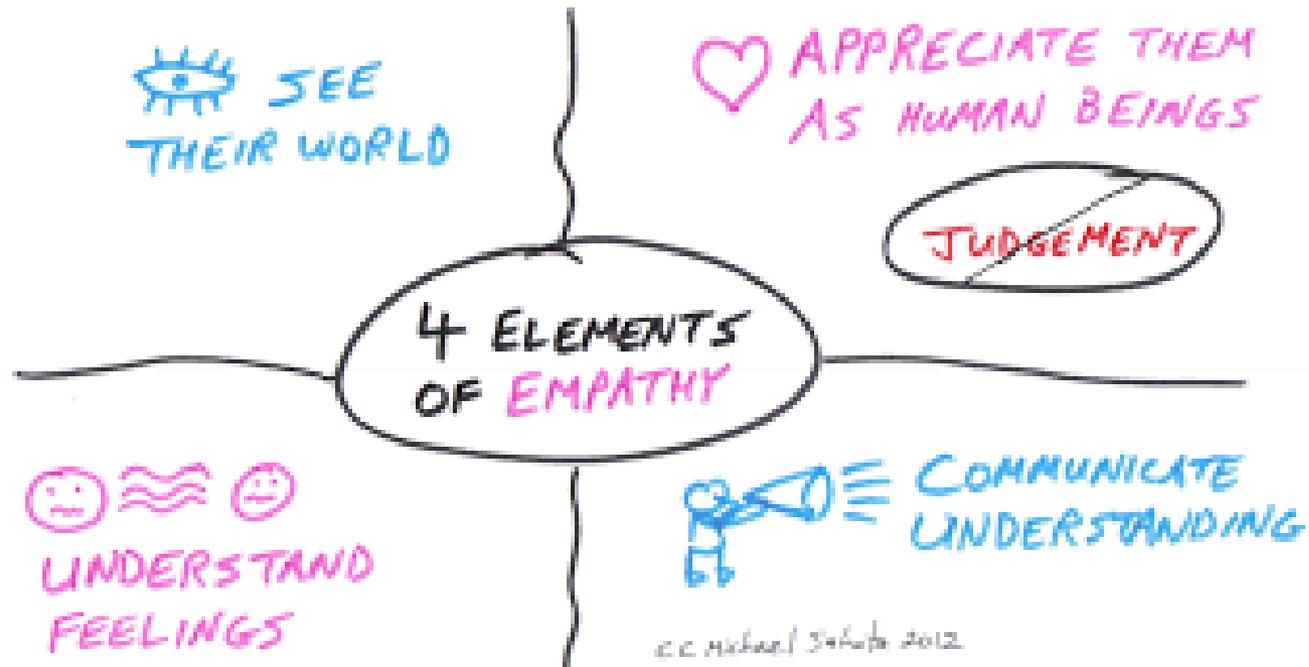


Internal regulation
(Emotion Coaching)

Connecting Emotionally

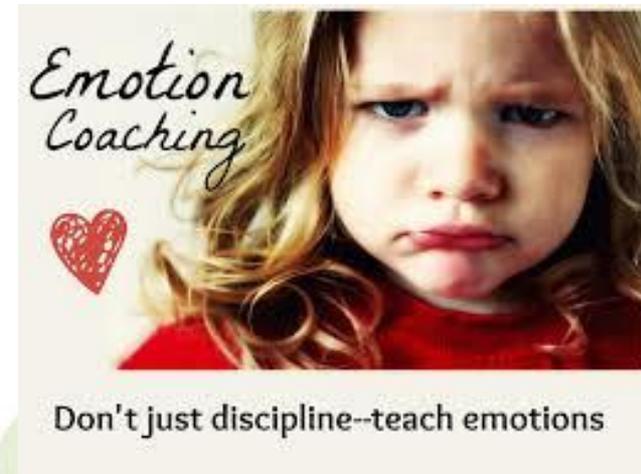
- Empathy is always the place to start
- Proposing solutions before empathising is like trying to build a house before you lay a firm foundation
- Stop talking and listen – even when you don't like the behaviour, acknowledge the feelings
- **CONNECTION BEFORE CORRECTION**
- **RAPPORT BEFORE REASON**
- **NAME IT, TO TAME IT**

What is empathy?



Connecting Emotionally

- Emotion coaching builds a power base that is an emotional bond – this creates a **safe haven**, a **place of trust**, a place of **respect**, a place of **acceptance**
- This in turn leads to child giving **back respect**, acceptance and boundaries



Step 1: Empathise, validate and label



Step 1: Empathise, validate and label

- Recognise all emotions as being natural, normal and not always a matter of choice
- Recognise the behaviour as communication
- Look for physical and verbal signs of the emotion being felt
- Take on the child's perspective
- Use words to reflect back child's emotions and help the child to label the emotion
- Empathise and provide a narrative/translation for the emotional experience

Step 1: Examples

- *‘I can see that you get angry when that happens. I would feel angry if that happened to me. It’s normal to feel like that’.*
- *‘I can see you’re frowning and I’m wondering if you’re feeling worried’.*
- *‘I think you might be feeling disappointed about not being able to play football now. I know that’s not nice for you’.*

Step 2: Limit set

- State the boundary limits of acceptable behaviour (if needed)
- Make it clear certain behaviours cannot be accepted
- But retain the child's self-dignity (*crucial for responsive behaviour and well-being*)

Step 2: Examples

- *‘These are the rules that we have to follow. Doing that is not ok’.*
- *‘We can’t behave like that even though you are feeling annoyed because it is not safe’.*
- *‘You didn’t put the ball away as we agreed. You can’t play with Billy now because you have to stop’.*

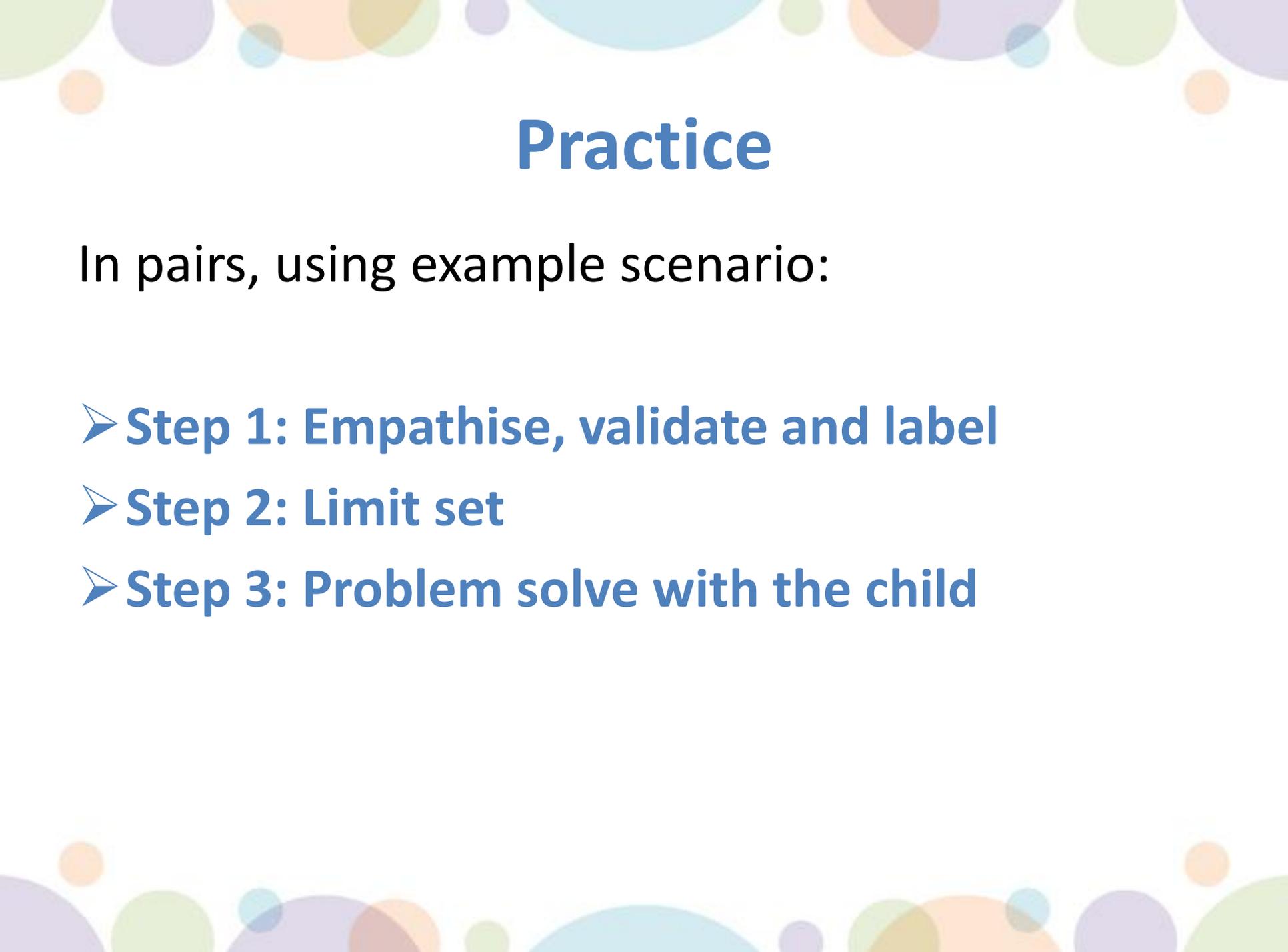
Step 3: Problem solve with the child

When the child is calm and in a relaxed, rational state:

- Help the child to make **connections** between the situation and their feelings
- **Scaffold alternative ideas and actions** that could lead to more appropriate and productive outcomes
- **Empower** the child to believe s/he can overcome difficulties and manage feelings

Step 3: Examples

- *‘This is not a safe place to be angry. Let’s go to a safe place and then we can talk’.*
- *‘Next time you’re feeling like this, what could you do? How do you think you will react next time or if it happens again?’*
- *‘We need to figure out what to do next time. Have you got any ideas?’*



Practice

In pairs, using example scenario:

- **Step 1: Empathise, validate and label**
- **Step 2: Limit set**
- **Step 3: Problem solve with the child**

Further information

- www.emotioncoachinguk.com
- <https://www.bathspa.ac.uk/schools/education/research/emotion-coaching/>
- www.gottman.com/blog/category/column/emotion-coaching/
- Dr Dan Siegel: Name it to Tame it:
<https://www.youtube.com/watch?v=ZcDLzppD4Jc>
- Training from Salford Educational Psychology Service

Thank you for participating

