

# Fluster-Busters: Managing BIG Emotions in Small People

## *Strategies For Providers and Parents*

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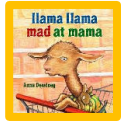
## Disclosure

- I have no conflicts of interest to disclose
- I will not be discussing off-label medications



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## Learning Objectives



1. Demonstrate how children's books that show that BIG feelings in small people can become small feelings, when Big people help!



2. Recognize the role of early brain development and the need for co-regulation to help manage early childhood behavior problems



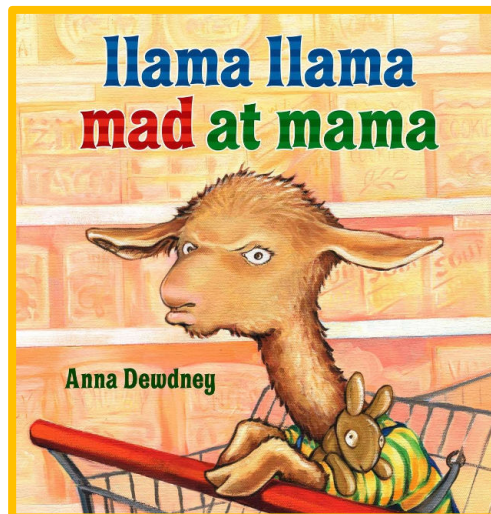
3. Understand screening tools, and the evidence-based strategies to treat various early childhood behavior problems (PMBT, CBT, PCIT, CPP)



4. Utilize early relational strategies and brief behavioral interventions in primary care to address early behavioral concerns.

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## 1. How Children's Books Can Help Us Understand Big Behaviors in Small People



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## Llama Llama Mad at Mama



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## How Do We Make Sense of Those “Big Behaviors” *What does the behavior really mean?*



How children behave does not always reveal the underlying problem

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# Dysregulated Behavior - Just the Tip of the Iceberg

- Dysregulated behavior is what we can see
  - **Wiggles**: silly, active, hyper, impulsive behavior
  - **Worries**: sad, anxious, clingy, avoidant behavior
  - **Tantrums of Fury**: angry, destructive, out of control
- There is much “below the surface” which leads to the behavior we are seeing
  - **SITUATION**: You order mac n cheese at a restaurant
  - **THOUGHT**: “The mac n cheese is too soupy!”
  - **FEELING**: “I am hangry, but can’t eat this!”
  - **BEHAVIOR** (tolerating the intolerable!)



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# Dysregulated Behavior - Just the Tip of the Iceberg

- **Back to Llama Llama**: What was happening “deep below”

→ **SITUATION**



Llama Llama having fun, blocks and puzzles in the sun.  
Time to shop, it's Saturday;  
Llama Llama wants to play



Yucky music, great big feet; Ladies smelling way too sweet  
Look at knees, stand in line; Llama Llama starts to whine

→ **THOUGHTS**



Cheeze Puffs and Oatie Crunch;  
What would Llama Llama like for lunch?  
Llama Llama doesn't know.  
Llama Llama WANTS TO GO!

→ **FEELINGS**



Loaf of Bread, Cream of Wheat, Llama Llama wants his treat. It's no fun at Shop-a-Rama  
Llama Llama MAD AT MAMA!

→ **BEHAVIOR**



Flying Pasta, Spraying Juice, Paper Towels rolling loose;  
CRASH the cart, SMASH the signs  
NO MORE WAITING NO MORE LINES!



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## Dysregulated Behavior is like a Pot that Boils Over

- A Few Things to Consider.... when the pot **boils over**....

- The Pot is not BAD
- The Pot is not BROKEN
- The Pot did not mean to boil over (not their fault!)

- Why did the pot boil over?

- Is the pot is too full? (*What is the little pot holding?*)
- Is the heat is too high? (*What are the stresses that raise the heat for the little pot?*)
- “Children are not little adults”: underdeveloped PFC

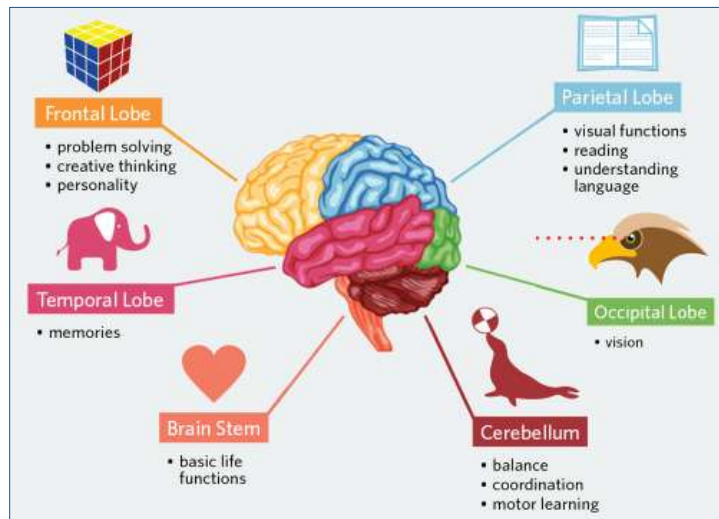


- When the pot boils over...

→ Turn Down the Heat... **Co-regulation is key!**

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## 2. Brain Development and Co-Regulation

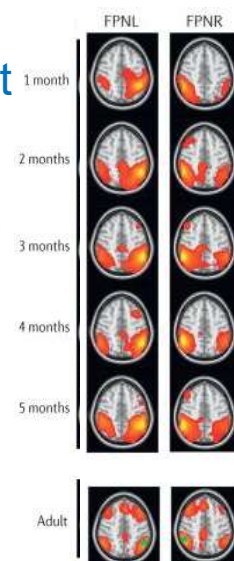
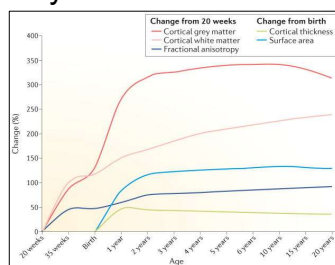


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# Developmental Emergence of Emotion-Regulation

Early Childhood is a period of ↑ brain development

- ↑ Synaptogenesis in the first 3 years of life
  - ↑ synapse formation in auditory / visual cortex prior to PFC
  - ↑ maturation of sensorimotor areas and limbic system before PFC
  - Synaptic density in PFC peaks between 2-5 yo
- Myelination of neocortex continues childhood → adolescence
- In early childhood, children do not have the internal ability to control or regulate their emotions on their own



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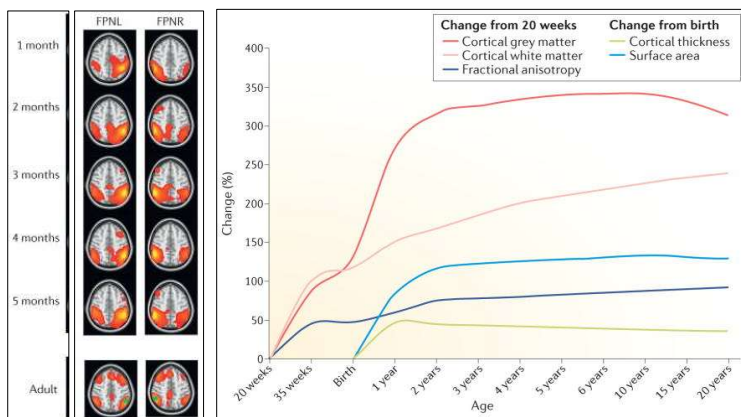
Require caregiver support to CO-REGULATE

Nat Rev Neurosci. 2018 Feb 16; 19(3): 123–137.

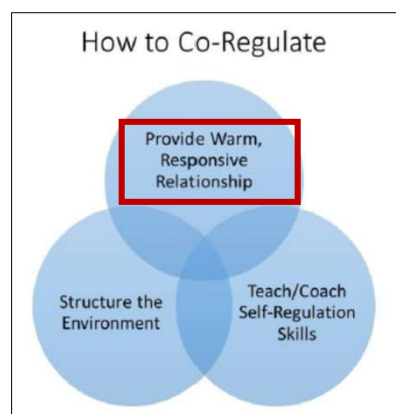
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# Early Brain Development and Self-Regulation

In early childhood, self-regulation occurs through co-regulation



Require caregiver support to CO-REGULATE

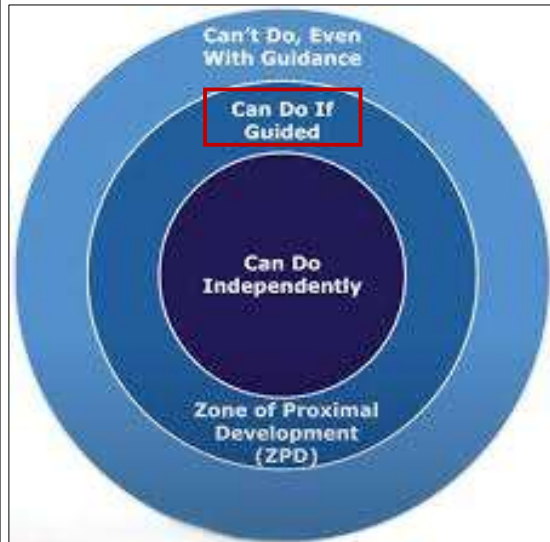


Rosanbalm, K.D., & Murray, D.W. (2017). Promoting Self-Regulation in Early Childhood

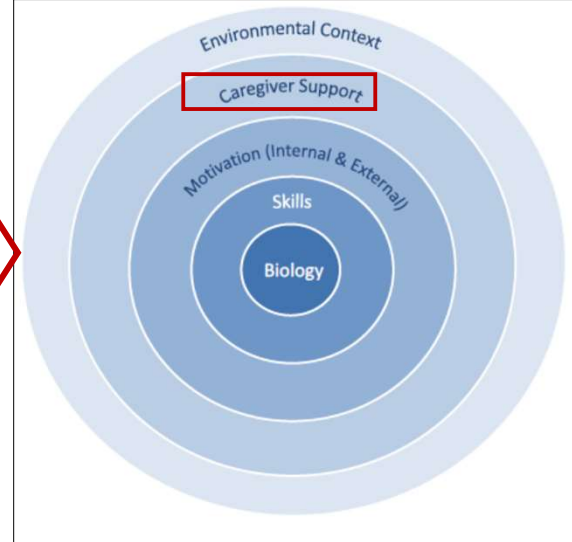
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# Parenting and Emotion Regulation

## Zone of Proximal Development

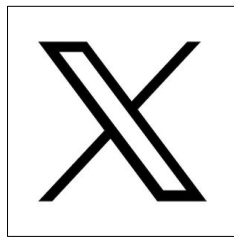


## Development of Self-regulation

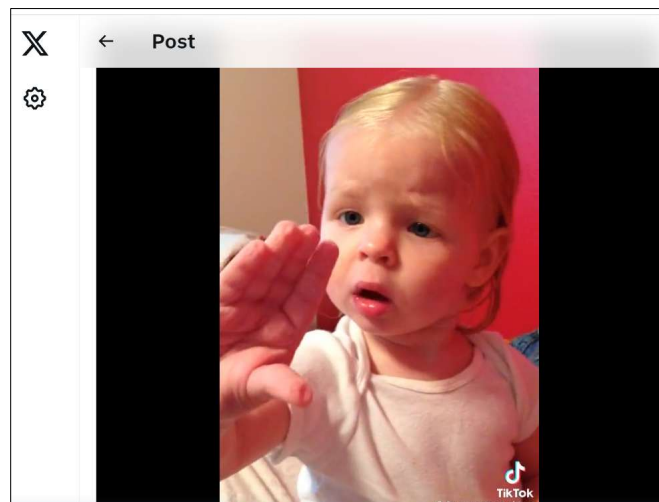


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# What Does Co-Regulation Look Like?



<https://twitter.com/i/status/1684167801127202817>



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## Back to the Pot that Boils Over

- A Few Things to Consider.... when the pot boils over....

### 1. Why did the pot boil over?

- Screen for underlying concerns contributing to behavior
- Refer for necessary supports / services

### 2. What to do when the pot boils over?

- Implement Brief Behavioral Interventions (BBI) to regulate emotions (Fluster-Busters)

### 3. How to prevent the pot from boiling over

- Promote ERH strategies in primary care



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## Back to the Pot that Boils Over

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### 3. Evaluating Early Childhood Behavior Problems in Primary Care (*WHY did the pot boil over?*)



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### The Challenge: Behavior is Nonspecific

What Dysregulated Behavior might look like: (WWTF)

**Yellow**

Frustrated  
Worried  
Silly/Wiggly  
Excited  
Loss of Some Control

**WIGGLES**

**Blue**

Sick  
Sad  
Tired  
Bored  
Moving Slowly

**WORRIES**

**Red**

Mad/Angry  
Mean  
Yelling/Hitting  
Disgusted  
Out of Control

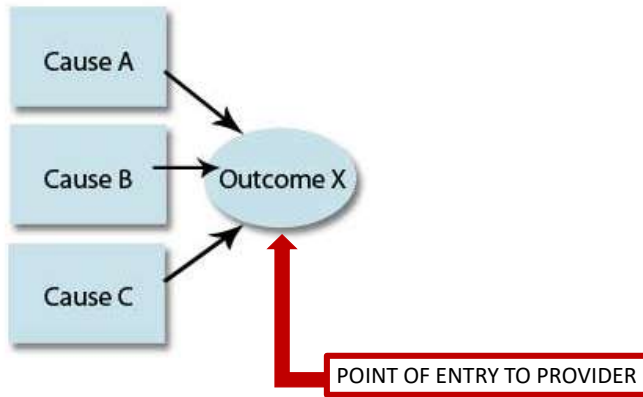
**TANTRUMS OF FURY**

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# Diagnostic Dilemma

*Behavioral Symptoms (W<sup>W</sup>T<sup>F</sup>) Can Have Multiple Etiologies*

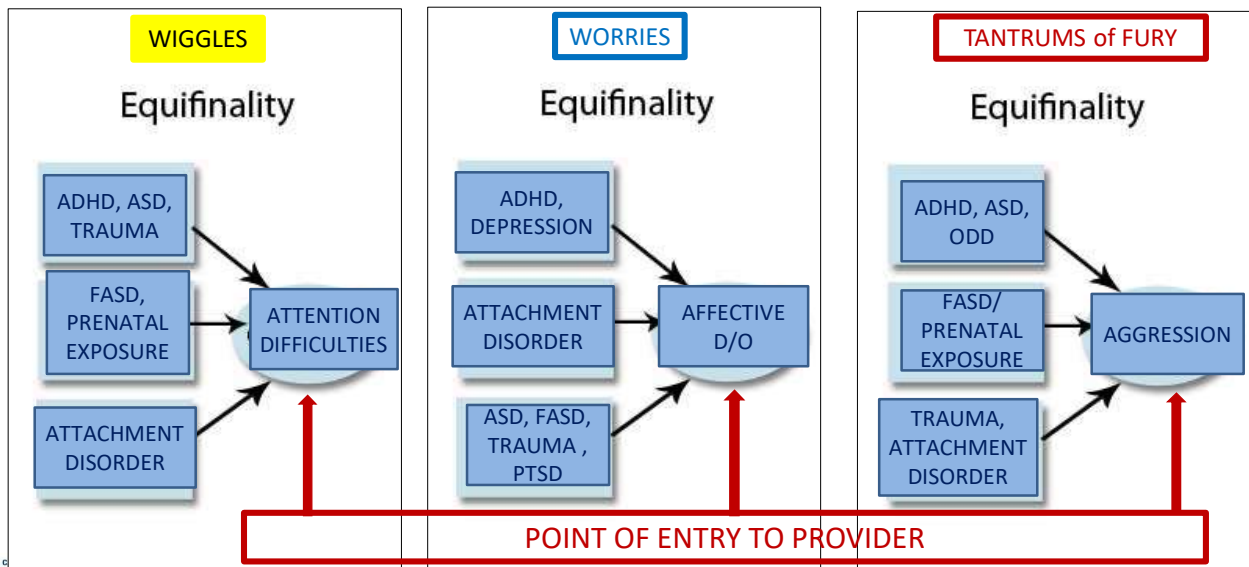
## Equifinality



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# Diagnostic Dilemma

*Issues of Equifinality*



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# Evaluating Early Childhood Behavior Concerns

- **Screen**
  - Using a validated screening tool
- **Suspect**
  - Diagnoses based on concerns identified on screen
- **Direct**
  - Patient for additional evaluations or interventions



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## AAP Mental Health Tools

American Academy of Pediatrics | Mental Health Tools for Pediatrics

Tools and Descriptions	No. of Items and Format	Age-group and Any Languages / Reading Level if Specified	Administration and Scoring Time	Source
<b>Initial Psychosocial Assessment (Algorithm Step 2): Previsit or Intra-visit Data Collection and Screening</b>				
<b>Surveillance</b>				
Bright Futures previsit/questionnaire <sup>1</sup>	Variable	0-21 y English Spanish	Variable	AAP/Maternal Child and Health Bureau; freely accessible <sup>2</sup> ; <a href="https://brightfutures.aap.org/materials-and-tools/tool-and-resource-list/#page/default.aspx">https://brightfutures.aap.org/materials-and-tools/tool-and-resource-list/#page/default.aspx</a>
HEADSSS 3.0 dimension <sup>3</sup> Assesses for Home environment, Education and employment, Eating, peer-related Activities, Drugs, Sexuality, Suicide/depression, and Safety from injury and violence and includes media use	Interview	Adolescents Language of clinician	Part of interview process	freely accessible <sup>4</sup> HEADSSS: <a href="http://www.bcchildrens.ca/Youth-Health-Clinic/Documents/heads30assessment30guide1.pdf">www.bcchildrens.ca/Youth-Health-Clinic/Documents/heads30assessment30guide1.pdf</a> MJHLife Sciences; freely accessible <sup>5</sup> HEADSSS 3.0: <a href="https://contemporarypediatrics.com/view/heads30-psychosocial-interview-adolescents-updated-new-century-4460-media">https://contemporarypediatrics.com/view/heads30-psychosocial-interview-adolescents-updated-new-century-4460-media</a>
School report cards, end-of-grade tests, individualized education program (IEP), and 504 plan	NA			
<b>General psychosocial screening: young children aged 0-3 y</b>				
Early Childhood Screening Assessment (ECSA) <sup>6</sup> Assesses emotional and behavioral development in young children and distress in mothers	40 items, 3-point Likert scale responses, and an additional option for parents to identify whether they are concerned and would like help with an item	18-60 mo English Romanian Spanish  Fifth-grade level	10-15 min to complete 1-2 min to score  Should be administered by health care professional or MHS whose training and scope of practice include interpreting screening results and	Yale University Institute of Infant & Early Childhood Mental Health; freely accessible <sup>7</sup> ; <a href="https://medicine.yale.edu/infant-institute/measure-manual/">https://medicine.yale.edu/infant-institute/measure-manual/</a>

[https://downloads.aap.org/AAP/PDF/Mental\\_Health\\_Tools\\_for\\_Pediatrics.pdf](https://downloads.aap.org/AAP/PDF/Mental_Health_Tools_for_Pediatrics.pdf)

[Mental Health Tools for Pediatrics.pdf \(aap.org\)](https://downloads.aap.org/AAP/PDF/Mental_Health_Tools_for_Pediatrics.pdf)



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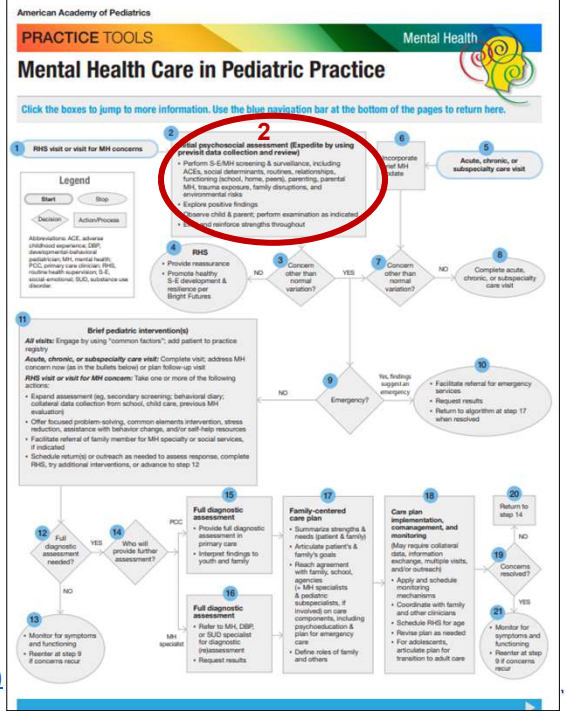
# AAP Mental Health Algorithm

## 2. Initial Psychosocial Assessment

- Use validated screening tools to assess child and family functioning
- Identify strengths and concerns
- Examine child for findings related to concerns
- Obtain additional information (are there behavior concerns across settings?)
- Reinforce strengths (Promote ERH skills)



Mental Health Care in Pediatric Practice - Algorithm (aap.org)



## Broadband Screening Tools:

### Early Childhood Screening Assessment

- 40-item validated caregiver report
- Screens for behavior problems in children (18-60 months)
- Includes the PHQ 2 questions to identify caregiver depression and/or distress.
- **Child Score** (sum items 1-36; Max score = 72):
  - Scores > 18 → suggest further evaluation
- **Parent Score** (Items 37-40) indicate parental depressive symptoms and parental distress
  - Questions 37,38 : Scores of 1 or 2 suggest depress.
  - Questions 38,39 : Scores above 0 require f/u

**Early Childhood Screening Assessment**  
 Child name: \_\_\_\_\_ Date: \_\_\_\_\_ Your name: \_\_\_\_\_

Please circle the number that best describes your child compared to other children the same age.  
 • For each item, please circle the + if you are concerned and would like help with the item.  
 0= Rarely/Not True 1= Sometimes/Sometimes 2= Almost always/Very True

1. Seems sad, cries a lot	0	1	2	+
2. Is difficult to comfort when hurt or distressed	0	1	2	+
3. Loses temper too much	0	1	2	+
4. Avoids situations that remind of scary events	0	1	2	+
5. Is easily distracted	0	1	2	+
6. Hurts others on purpose (biting, hitting, kicking)	0	1	2	+
7. Doesn't seem to listen to adults talking to him/her	0	1	2	+
8. Battles over food and eating	0	1	2	+
9. Is irritable, easily annoyed	0	1	2	+
10. Argues with adults	0	1	2	+
11. Breaks things during tantrums	0	1	2	+
12. Is easily startled or scared	0	1	2	+
13. Tries to annoy people	0	1	2	+
14. Has trouble interacting with other children	0	1	2	+
15. Fidgets, can't sit quietly	0	1	2	+
16. Is clingy, doesn't want to separate from parent	0	1	2	+
17. Is very scared of certain things (needles, insects)	0	1	2	+
18. Seems nervous or worries a lot	0	1	2	+
19. Blames other people for mistakes	0	1	2	+
20. Sometimes freezes or looks very still when scared	0	1	2	+
21. Avoids foods that have specific feelings or tastes	0	1	2	+
22. Is too interested in sexual play or body parts	0	1	2	+
23. Runs around in settings when should sit still (school, worship)	0	1	2	+
24. Has a hard time paying attention to tasks or activities	0	1	2	+
25. Interrupts frequently	0	1	2	+
26. Is always "on the go"	0	1	2	+
27. Reacts too emotionally to small things	0	1	2	+
28. Is very disobedient	0	1	2	+
29. Has more picky eating than usual	0	1	2	+
30. Has unusual repetitive behaviors (rocking, flapping)	0	1	2	+
31. Might wander off if not supervised	0	1	2	+
32. Has a hard time falling asleep or staying asleep	0	1	2	+
33. Doesn't seem to have much fun	0	1	2	+
34. Is too friendly with strangers	0	1	2	+
35. Has more trouble taking or learning to talk than other children	0	1	2	+
36. Is learning or developing more slowly than other children	0	1	2	+
37. I feel down, depressed, or hopeless	0	1	2	+
38. I feel little interest or pleasure in doing things	0	1	2	+
39. I feel too stressed to enjoy my child	0	1	2	+
40. I get more frustrated than I want to with my child's behavior	0	1	2	+

Are you concerned about your child's emotional or behavioral development? Yes    Somewhat    No

[https://medicine.tulane.edu/sites/default/files/pictures/Early\\_Childhood\\_Screening\\_Assessment-401.pdf](https://medicine.tulane.edu/sites/default/files/pictures/Early_Childhood_Screening_Assessment-401.pdf)

## Broadband Screening Tools: *Pediatric Symptom Checklist* ‡

- Screens for behavior problems in children
- 35-item questionnaire (17-item short version)
- 3 Subscales:
  - **Attention** (Scores > 7 are high risk)
  - **Anxiety/ Depression** (Scores > 5 are high risk)
  - **Conduct / Externalizing** (Scores > 7 are high risk)
- For children 3-5 yo, Scores > 24 = clinical (scored on 31 of 35 items)
- For children 6-17 yo, Scores > 28 = clinical



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<https://www.massgeneral.org/psychiatry/treatments-and-services/pediatric-symptom-checklist>

**BRIGHT FUTURES** **TOOL FOR PROFESSIONALS**

### Pediatric Symptom Checklist (PSC)

Emotional and physical health go together in children. Because parents are often the first to notice a problem with their child's behavior, emotions, or learning, you may help your child get the best care possible by answering these questions. Please indicate which statement best describes your child.

Please mark under the heading that best describes your child:

	Never	Sometimes	Often
1. Complains of aches and pains	1		
2. Spends more time alone	2		
3. Tires easily, has little energy	3		
4. Fidgety, unable to sit still	4		
5. Has trouble with teacher	5		
6. Less interested in school	6		
7. Acts as if driven by a motor	7		
8. Daydreams too much	8		
9. Distracted easily	9		
10. Is afraid of new situations	10		
11. Feels sad, unhappy	11		
12. Is irritable, angry	12		
13. Feels hopeless	13		
14. Has trouble concentrating	14		
15. Less interested in friends	15		
16. Fights with other children	16		
17. Absent from school	17		
18. School grades dropping	18		
19. Is down on him or herself	19		
20. Visits the doctor with doctor finding nothing wrong	20		
21. Has trouble sleeping	21		
22. Worries a lot	22		
23. Wants to be with you more than before	23		
24. Feels he or she is bad	24		
25. Takes unnecessary risks	25		
26. Gets hurt frequently	26		
27. Seems to be having less fun	27		
28. Acts younger than children his or her age	28		
29. Does not listen to rules	29		
30. Does not show feelings	30		
31. Does not understand other people's feelings	31		
32. Teases others	32		
33. Blames others for his or her troubles	33		
34. Takes things that do not belong to him or her	34		
35. Refuses to share	35		
Total score			

Does your child have any emotional or behavioral problems for which she or he needs help? ( ) N ( ) Y  
Are there any services that you would like your child to receive for these problems? ( ) N ( ) Y  
If yes, what services? \_\_\_\_\_

[www.brightfutures.org](http://www.brightfutures.org)

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## Evidence-Based Strategies to Address Child Behavior Problems

- **WIGGLES (ADHD)** : PMBT
  - Parent Management Behavioral Training
- **WORRIES (ANXIETY)**: CBT
  - Cognitive Behavioral Therapy
- **TANTRUMS OF FURY**: PCIT, CPP
  - Parent Child Interaction Therapy (ODD)
  - Child Parent Psychotherapy (Trauma)



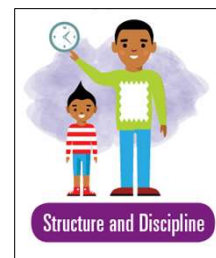
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## Behavioral Treatment for “The Wiggles” Parent Management Behavioral Training

- Teach parents positive ways to interact and communicate with their child
- Assign activities for parents to practice with their child
- Meet regularly with the family to monitor progress and provide coaching and support

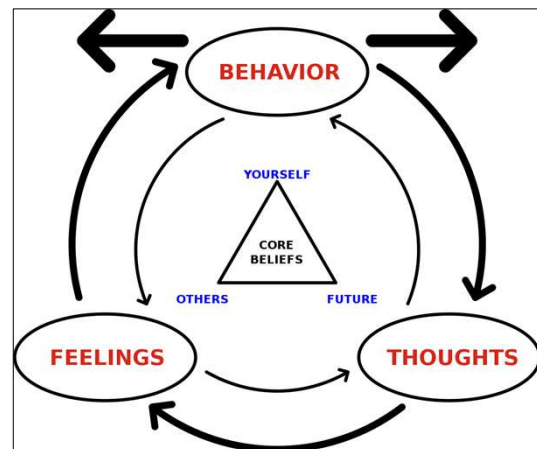


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## Behavioral Treatment for “The Worries”

### Cognitive Behavioral Therapy\*

- **THOUGHTS:** Address negative thinking patterns
- **FEELINGS:** Cope with emotional triggers and stressors
- **BEHAVIOR:** Manage behavioral activation (foster emotion regulation)



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# Behavioral Treatment for “Tantrums of Fury”

## Parent-Child Interaction Therapy (PCIT)

- Parent Coaching
- Positive reinforcement to improve child behaviors
- Child Behavior Modification

- 12- 20 sessions with child / parent / therapist
- Targeted Outcomes :
  - ↑ Positive interactions
  - ↑ Attachment
  - ↑ Compliance
  - ↓ Aggression
  - ↓ Destructive behavior
  - ↓ Defiance

### Child Directed Interaction

- Relationship building
- PRIDE Skills :
  - Praise
  - Reflection
  - Imitate
  - Describe
  - Enjoy

### Parent Directed Interaction

- Compliance Training
- Giving Effective Commands



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# Behavioral Treatment for Trauma

## Child Parent Psychotherapy

- Restoring the parent as a protective shield
- Intervention modalities:
  1. Promote development: Play, language, touch
  2. Unstructured/reflective developmental guidance
  3. Modeling protective behaviors
  4. Interpretation: linking past and present
  5. Emotional support
  6. Concrete assistance, case management, crisis intervention



### Types of Resources

 Find a CPP Provider	 Self Care	 Understanding the Impact of Stress & Trauma
 Emotion Regulation	 Child Development & Parenting	 CPP Booklists
 Parent-Child Activities	 For Military Families	 Other Websites

<https://childparentpsychotherapy.com/>

<https://childparentpsychotherapy.com/resources/>

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## Back to the Pot that Boils Over

### • A Few Things to Consider.... when the pot boils over....

#### 1. Why did the pot boil over?

- Screen for underlying concerns contributing to behavior
- Refer for necessary supports / services

#### 2. What to do when the pot boils over?

- Implement Brief Behavioral Interventions (BBI) to regulate emotions (**Fluster-Busters**)

#### 3. How to prevent the pot from boiling over

- Promote ERH strategies in primary care



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## 4. Tools for the Toolbox (What to do when the pot boils over?)



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## It Takes a Village (...Or a Neighborhood...) to Manage Big Feelings



### • Wisdom from Mr. Rogers

- “Anything that is human is mentionable, and anything that is mentionable can be more manageable.”



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## It Takes a Village (...Or a Neighborhood...) to Manage Big Feelings



### Key Principles of Emotion Regulation from Mr. Rogers:

1. **Safe Presence:** Kind adults help children regulate big feelings

→ **Look for the Helpers!**

2. “Name it to tame it”: Naming feelings is the first step to managing them

3. Validate all emotions: uncomfortable feelings are OK

4. Model Self-calming strategies: Mindfulness strategies can help manage big feelings, and overwhelming situations

5. “What do you do with the mad you feel?” : **FLUSTERBUSTERS!**



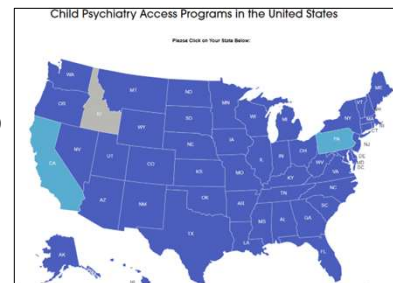
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## Finding the Helpers....



### Pediatric Providers need helpers too!

- **PMHCA:** Pediatric Mental Health Care Access
  - **NNCAP:** National Network of Child Psychiatry Access Programs: <https://www.nncpap.org>
- Serves as a resource for pediatric professionals and other providers serving children and adolescents
  - Provides access to pediatric mental health care teams to provide consultation on behavioral health needs
  - Integrates mental and behavioral health in pediatric settings through teleconsultation
  - Provides training & education to providers that is culturally and linguistically appropriate

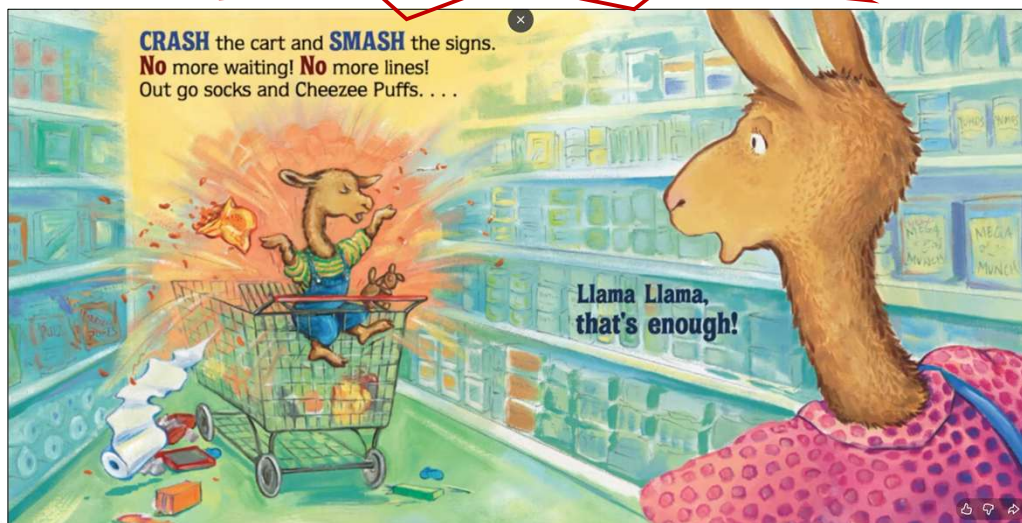


State/regional PMHCA Programs available at [nncpap.org/map](http://nncpap.org/map)

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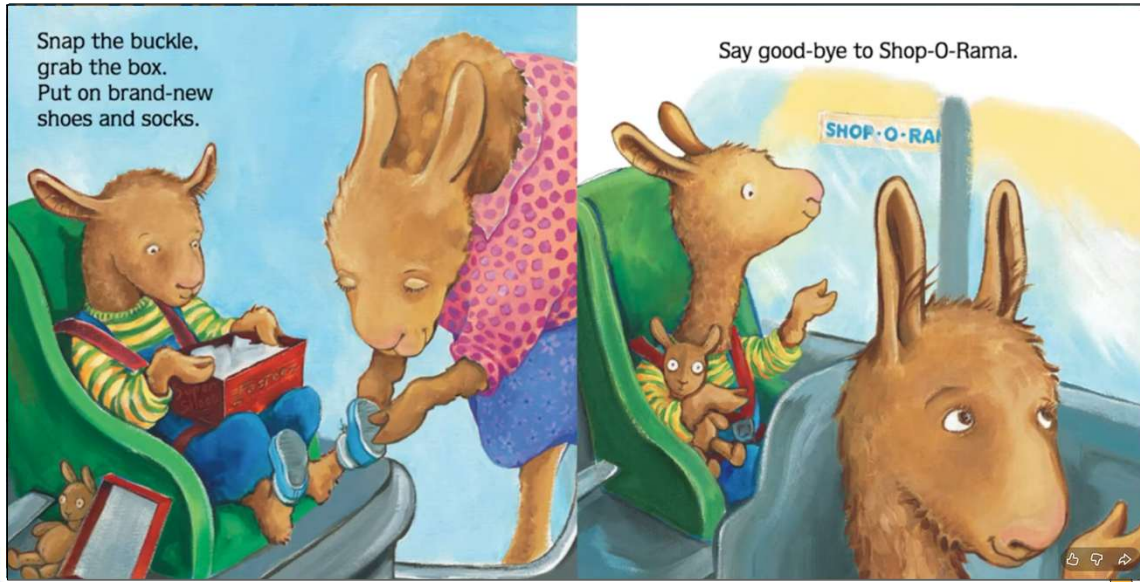
## Back to ... Llama Llama ...

### ?TANTRUM OF FURY?



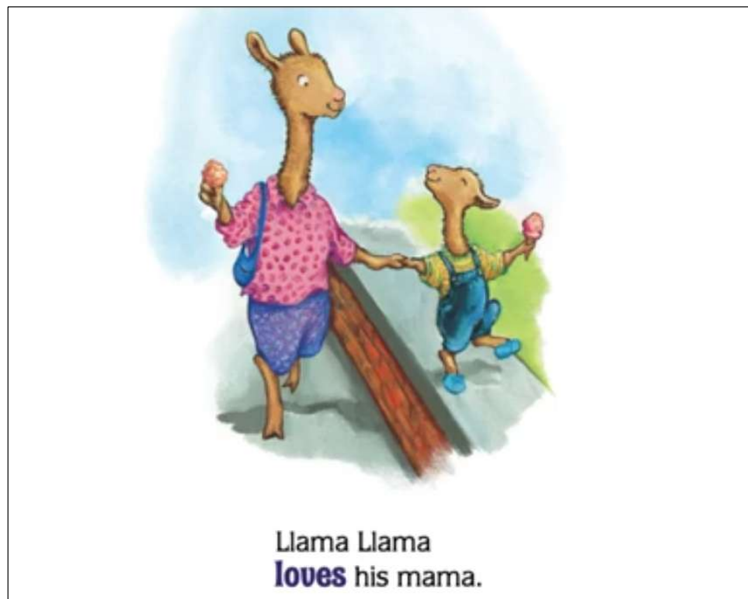
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# Llama Llama Mad at Mama



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# Llama Llama Mad at Mama



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# It Takes a Village (...Or a Neighborhood...) to Manage Big Feelings



## Key Principles of Emotion Regulation from Mr. Rogers:

1. **Safe Presence:** Kind adults help children regulate big feelings  
→ **Look for the Helpers!**
2. **"Name it to tame it":** Naming feelings is the first step to managing them
3. **Validate all emotions:** uncomfortable feelings are OK
4. **Model Self-calming strategies:** Mindfulness strategies can help manage big feelings, and overwhelming situations
5. **"What do you do with the mad you feel?": FLUSTERBUSTERS!**



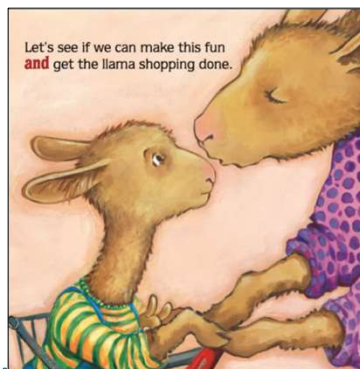
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## What Mama Llama Did Right...

→ She provided a **safe presence**

→ She **named the emotion**

→ She **validated the emotion**



← **Modeled a strategy to get through a hard time!**



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# It Takes a Village (...Or a Neighborhood...) to Manage Big Feelings



## Key Principles of Emotion Regulation from Mr. Rogers:

1. Safe Presence: *kind adults help children regulate big feelings*
2. **"Name it to tame it":** *Naming feelings is the first step to managing them*
3. Validate all emotions: *uncomfortable feelings are OK*
4. Model Self-calming strategies: *Mindfulness strategies can help manage big feelings, and overwhelming situation*
5. *"What do you do with the mad you feel?"* : **FLUSTERBUSTERS!**



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# Name it to Tame It!

## What am I Feeling?

MY EMOTIONS

happy	Angry	sad
worried	Excited	calm
silly	scared	disappointed
Frustrated	Relief	Embarrassed

resiliencykids.com

## How does my body feel?

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

[www.zonesofregulation.com](http://www.zonesofregulation.com)

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# Name It to Tame It!

## Feelings Wheel

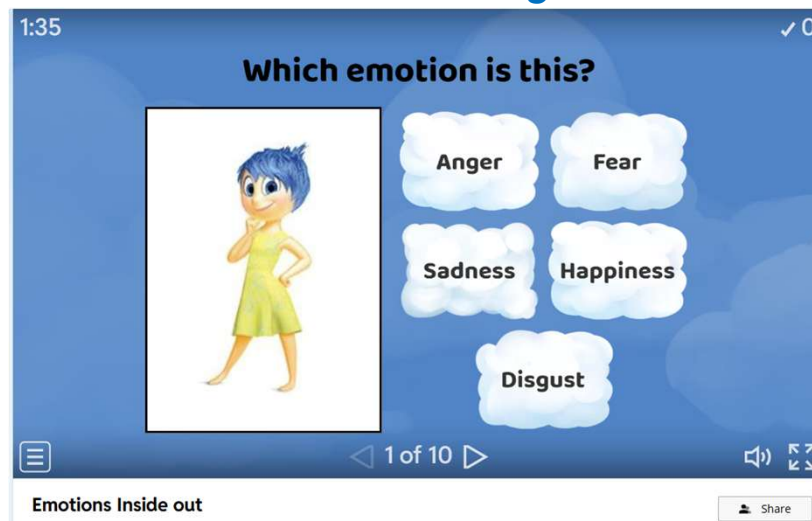


<https://wordwall.net/resource/6392827/emotions-feelings-wheel>

43

# Name It to Tame It!

## Inside Out Feelings Quiz



<https://wordwall.net/resource/58417523/emotions-inside-out>

44

# Name It to Tame It!

## How do you feel when....

✓ 0

How do I feel when  
mom tells me no

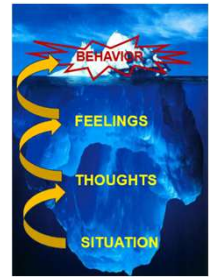


◀ 1 of 10 ▶



Emotion Identification

Share



<https://wordwall.net/resource/2777212/emotion-identification>

45

# Name It to Tame It!

## How do you feel when....

0:07



Spin It



Simple Emotion Scenerios

Share

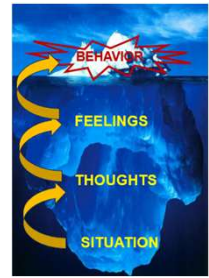


<https://wordwall.net/resource/11805496/simple-emotion-scenerios>

46

# Name It to Tame It!

## How do you feel when....



<https://wordwall.net/resource/27772212/emotion-identification>



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# Which Brain is In Charge?

Thinking Brain / Feeling Brain  
(Wizard Brain / Lizard Brain)



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# Lizard Brain vs. Wizard Brain



What happens when  
**YOU FLIP YOUR LID**

**PREFRONTAL CORTEX IS ENGAGED:**  
**WIZARD brain is in charge**  
 Calm, rational thought, mental flexibility. Able to make good decisions

**LID IS FLIPPED --> AMYGDALA IS ENGAGED**  
 Big emotions arise - anger, fear, anxiety, sadness. Unable to make good decisions or calm down.  
**LIZARD brain is in charge**

WWW.RAISINGKIDSWITHPURPOSE.COM

What this looks like in kids

NAME IT!	How Do You Act?
Agitated Angry Devastated Frightened Furious Jealous Stressed Out	Arguing, Refusing Tantrum, Shutting Down Yelling, Stomping
Confused Embarrassed Excited Irritated Nervous Silly Worried	Avoiding, Pacing Clingy, Hyper Shutting Down Overstimulated
Confident Fine Focused Happy Hopeful Peaceful Proud	Smiling, Relaxed Laughing, Engaged Paying Attention Enjoying Yourself
Bored Disappointed Lonely Sad Shy Sick Tired	Withdrawn, Disengaged Crying, Slowed Down Understimulated Depressed

<https://mentalhealthcenterkids.com/products/feelings-thermometer-pdf-handout>

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## It Takes a Village (...Or a Neighborhood...) to Manage Big Feelings



### Key Principles of Emotion Regulation from Mr. Rogers:

1. Safe Presence: *Kind adults help children regulate big feelings*  
 → *Look for the Helpers!*
2. "Name it to tame it": *Naming feelings is the first step to managing them*
3. **Validate all emotions:** *uncomfortable feelings are OK*
4. Model Self-calming strategies: *Mindfulness strategies can help manage big feelings, and overwhelming situations*
5. "What do you do with the mad you feel?": **FLUSTERBUSTERS!**

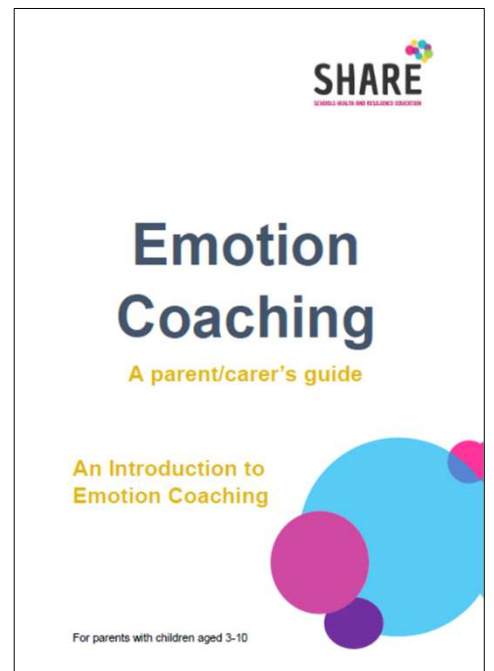


50

## Validate All Emotions

1. Uses **EMPATHY** to connect
2. **All emotions are OK**, and healthy, (but not all behaviors are OK)
  - It's OK to be angry
  - It is not OK to hit or destroy things
3. The job of **adults** is to **remain CALM** and help the child solve the problem
4. The **adult is aware** of their **emotions**
5. An emotion coach **doesn't dismiss the emotion**, but helps the child work through the emotions

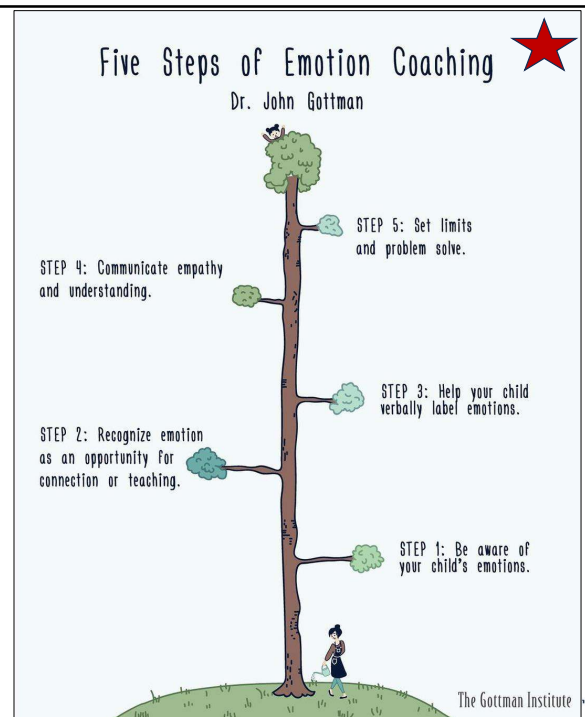
[https://files.schudio.com/milverton-primary-school/files/documents/Emotion\\_Coaching\\_Guide\\_for\\_Parents.pdf](https://files.schudio.com/milverton-primary-school/files/documents/Emotion_Coaching_Guide_for_Parents.pdf)



51

## Emotion Coaching: 5 Simple Steps

1. Be aware of your child's emotions
2. Recognize emotion as an opportunity for connection and teaching
3. Help your child verbally label emotions
4. Communicate empathy and understanding
5. Set limits and problem solve



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# Emotion Coaching- 101



Attend to the emotion  
acknowledge somethings wrong

01

1. Wow, I see that you have some big feelings now.

Name the emotion  
Put the emotion your child's experiencing into words

02

2. You look mad /angry / scared / disappointed / frustrated

Validate the emotion  
Remember - all emotions are valid, even if the behavior accompanying them is inappropriate.

03

3. **It makes sense** that you feel [EMOTION] because of [REASON]

Meet the Need of the Emotion  
Help your child get through the emotion until it passes

04

4. IF SADNESS → Provide comfort  
- IF FEAR → Provide security  
- IF ANGER → Provide kindness & boundaries

<https://hes-extraordinary.com/how-to-use-emotion-coaching-to-teach-children-self-regulation>

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## It Takes a Village (...Or a Neighborhood...) to Manage Big Feelings



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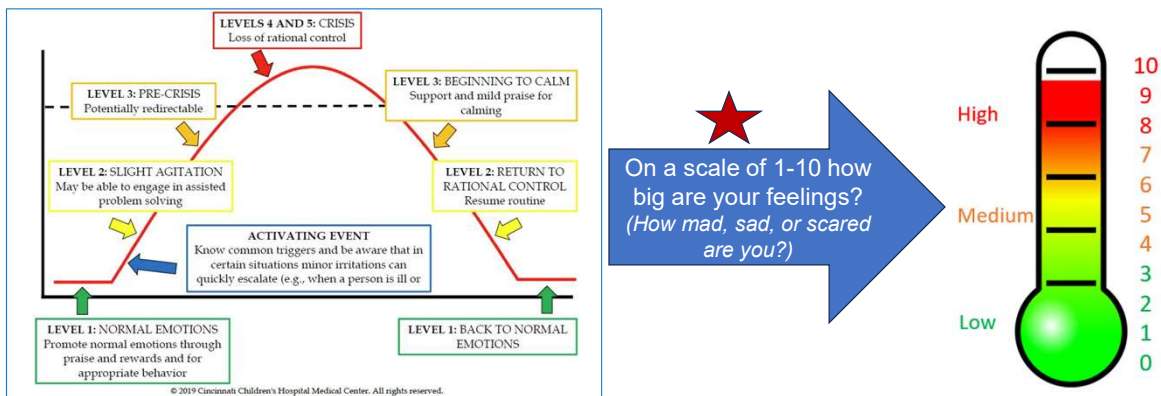
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## Likes PALS .. Start with the ABCs

- Assess the Behavior of the Child.
  - Check the temperature of the situation: (Check the “emotional thermometer”)



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## Dysregulated Behavior is like a Pot that Boils Over

- When the pot boils over...
  - Turn Down the Heat... Implement Mindfulness Strategies



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# Promoting Mindfulness Starts with Promoting SAFETY

## The Role of Trauma Informed Care (TIC)

### 3 R's of Trauma Informed Care

- **Reassure:** Reinforce feelings of SAFETY and SECURITY (*Your feelings may feel too big for you, but are not too big for US*)
- **Routine:** Restore experiences of predictability
- **Regulation:** the act of managing thoughts, and feelings to engage in goal-directed behavior

→ Help children to develop skills to:

1. Identify what they feel
2. Calm their stress response\*
3. Develop strategies to manage emotions

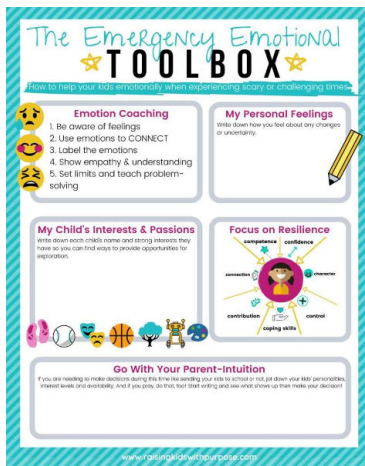


For information, resources and training: [www.aap.org/tic](http://www.aap.org/tic)

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# Mindfulness Strategies

- Help the child develop strategies to self-soothe




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## Mindfulness Strategies

### Deep Breathing

#### Teddy Bear (Belly) Breathing:



1. Lie down comfortably on the bed
2. Place a teddy bear on your belly
3. Inhale and exhale deeply
4. Count "1 2 3" as breathing
5. See the teddy bear move up and down




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## Mindfulness Strategies

### Deep Breathing

#### Flower and Candles (or Bubbles!) :



**MINDFUL BREATHING**

**Breathe in** the flower for a count of 5  
**Blow out** the candles (or bubbles) for a count of 5



SMELL THE FLOWERS

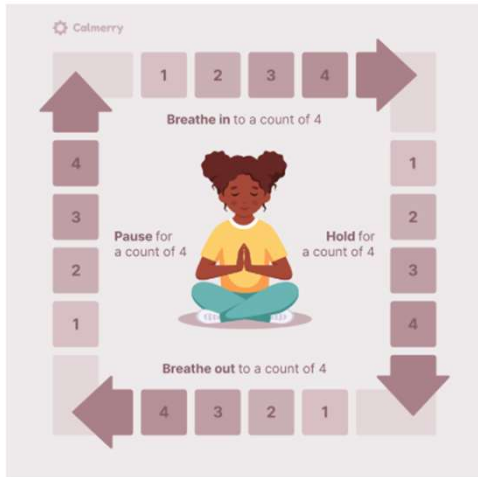
BLOW OUT THE BUBBLES

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# Mindfulness Strategies

## Deep Breathing

### Box Breathing



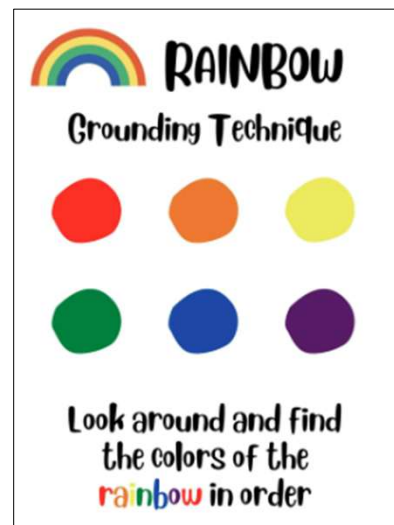
### Triangle Breathing



61

# Mindfulness Strategies

## Grounding Exercises



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## Mindfulness Strategies Grounding Exercises



<https://zerotothrive.org/wp-content/uploads/2022/09/Mindfulness-Exercises-for-Kids.pdf>



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### Zen Like a Zebra



There are a lot of activities you can do to help you become 'zen', or calm.

Color a picture, read a book, practice yoga, go for a walk outside, or write a story.

Make your own list of relaxing activities you can do for times when you want to feel more calm.

zero TO THRIVE

### Relax Like a Rabbit



Sit quietly or lie down. Close your eyes and breathe.

Now think about the top of your head. In your mind, tell your body to relax the muscles in your head. Next, turn your attention to your shoulders, then down your arms. Soften and relax.

Continue with this through your body, replacing it with a sense of calm. When you are ready, wiggle your toes and fingers, open your eyes, and stretch out gently.

Enjoy the sense of peace and calm.

zero TO THRIVE

## It Takes a Village (...Or a Neighborhood...) to Manage Big Feelings



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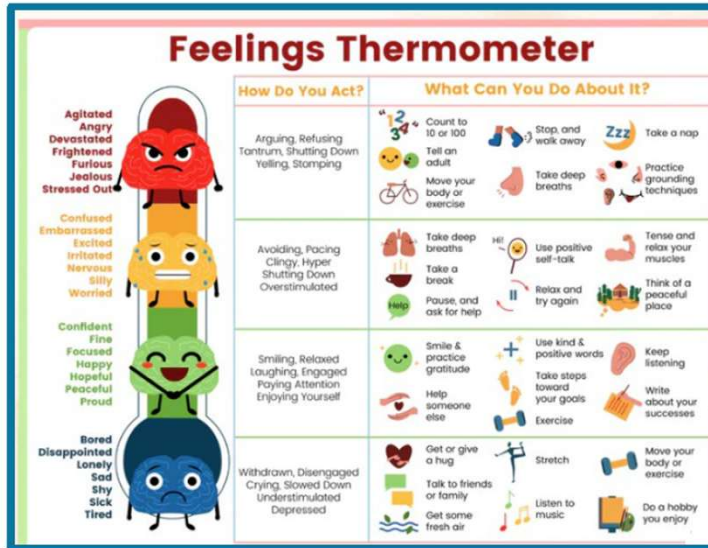
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# What Do You Do with the Mad You Feel?



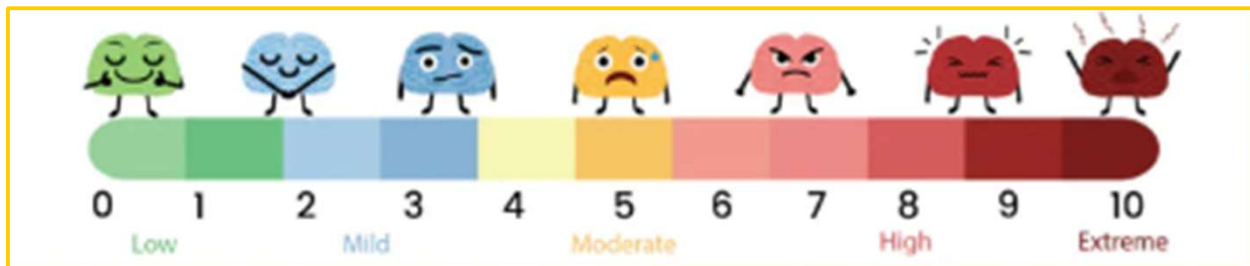
<https://mentalhealthcenterkids.com/products/feelings-thermometer-pdf-handout>



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# What Do You Do with the Mad You Feel?

Do a feelings check in: How intense was the emotion?



<https://mentalhealthcenterkids.com/products/dbt-tipp-skills-worksheet?variant=45547067539688>



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# What Do You Do With The Mad You Feel?

## Some helpful TIPPS

**T** **Temperature**  
Change the temperature of your body. Place your face in a bowl of cold water, hold an ice pack on your wrist, jump in a cold pool, or make a snow angel.

**I** **Intense Exercise**  
Get moving! Do some jumping jacks, carefully run up and down the stairs, jump rope, shoot hoops... anything that gets your heart pumping can help lower intense emotions.

**P** **Paced Breathing**  
Slow your breathing down. Breathe in for a count of 4, hold it for 7 seconds, and let it go twice as slow-8 seconds.

**P** **Progressive Muscle Relaxation**  
Starting at the top of your body, tighten your muscles and hold it for 10 seconds. Release the tension and notice your body relax. Do this with different sets of muscles from head to toe.

**TIPP Menu- Cool**

overwhelmed	annoyed	embarrassed	angry	stressed	scared
Temperature	Intensive Exercise	Paired Breathing	Progressive Muscle Relaxation		
Hold Ice Cube					
Fan self					
Splash face with cold water					
Run hands under cold water					
Drink Cold Water					

<https://www.teacherspayteachers.com/Product/TIPP-Coping-Menu-Cool-9258557>

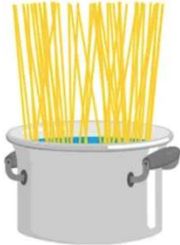

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# What Do You Do With The Mad You Feel?

## Progressive Muscle Relaxation

**Firm** Vs. **Soft**

Uncooked Noodles      Cooked Noodles

**Squeeze & Release**

Squeeze oranges

Go into your turtle shell

Show off your muscles

Scrunch your face

Bury your toes in the sand

Pull your legs up like a puppet

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# What Do You Do With The Mad You Feel? *Progressive Muscle Relaxation*

## The Turtle and the Stream



<https://www.youtube.com/watch?v=JltxakCJ2rU>



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## Back to the Pot that Boils Over

### • A Few Things to Consider.... when the pot boils over....

#### 1. Why did the pot boil over?

- Screen for underlying concerns contributing to behavior
- Refer for necessary supports / services

#### 2. What to do when the pot boils over?

- Implement Brief Behavioral Interventions (BBI) to regulate emotions (Fluster-Busters)

#### 3. How to prevent the pot from boiling over

- Promote ERH strategies in primary care



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## 4. Tools for the Toolbox

Early Relational Health Strategies: What to do in the office....



- **POSITIVE PARENTING TECHNIQUES**
  - BUILDING DRIP SKILLS
  - SPORTS CASTING
- **SPECIAL TIME**
- **PRESCRIPTION FOR PLAY**



University of Michigan  
C.S. Mott Children's Hospital



University of Michigan  
Medical School

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## D.R.I.P. Skills

- D** • **DESCRIBE**: Narrate what the child is doing.  
→ "You are making a long racetrack for the cars. The cars go zoom!"
- R** • **REFLECT**: Repeat or paraphrase what the child says,  
→ **C**: "Tall tower. **P**: "Yes, what a tall tower! You made it so big!"
- I** • **IMITATE**: Join in the child's play and mirror what the child is doing, following the child's lead in play
- P** • **PRAISE**: Tell the child specifically what you liked about their behavior:  
→ "I like the way you used your words to tell me your feelings ..."

Then **ENJOY**: → **Have Fun!** (or fake it till you make it!)



University of Michigan  
C.S. Mott Children's Hospital



University of Michigan  
Medical School

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## Sportscasting

- Describing child's behavior - what you observe
  - Neutral – positive tone
  - Observe with curiosity and interest what we are seeing
  - Describes a “play by play” of what you see happening



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## Special Time

- Dedicated amount of time (10-15 minutes, 2-3 x/ week) where the parent plays and **FOLLOWS THE CHILD'S LEAD**
  1. [Child's Name] Time
  2. Rules : 1:1 time; Child chooses activity; No phones; No books;
    - Toys that can promote cooperative play , and shared JOY
  3. Set a timer
  4. GOAL – Play together, and have fun
  5. Follow Child's lead (and sportscast!)
  6. Special Time should not be structured
  7. Happens consistently – not a reward for good behavior;



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## Special Time



<https://youtu.be/LHTR6EmStSI>

1:10 – 2:03



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## The Power of Play



American Academy  
of Pediatrics

FROM THE AMERICAN ACADEMY OF PEDIATRICS | CLINICAL REPORT | SEPTEMBER 01 2018

### The Power of Play: A Pediatric Role in Enhancing Development in Young Children 2018 Policy statement published by the AAP:

1. Reiterated the importance of play to build cognitive and social-emotional skills
2. Advocated for unstructured play time for children
3. Recommended “playful learning” with parents, by prescribing play at every well child visit.
4. Focus on playful learning in schools – allowing children to follow their own curiosity

*Pediatrics* (2018) 142 (3): e20182058.  
<https://doi.org/10.1542/peds.2018-2058>

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## ★ The Power of Play! ★



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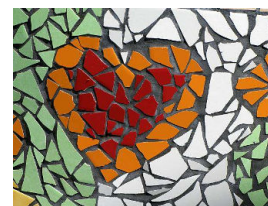


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## The Transformative Power of Early Relational Health

### • Early Relational Health...

- Is the mosaic that is created from a lifetime of relational moments and shared joy
- Fills parents with delight and self-efficacy
- Fills children with security and confidence
- Builds the resilience of the human person



→ And it has the power to  
transform our world



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# The Transformative Power of Early Relational Health



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## General Resources

- [AAP Child and Adolescent Mental and Behavioral Health Principles](#)
- [AAP Early Relational Health](#)
- [AAP Mental Health Initiatives](#)
- [AAP Mental Health Practice Tools and Resources](#)
- [AAP Pediatric Mental Health Minute Series: \*Mental Health in Infants and Young Children\*](#)
- [AAP Trauma-Informed Care](#)
- [Bright Futures - Building Positive Parenting Skills Across Ages \(PediaLink\)](#)
- [Bright Futures Mini Training Modules: Promoting Social-Emotional Health in Infancy; Promoting Social-Emotional Health in Early Childhood](#)
- [HealthyChildren.org: \*Creating Positive Experiences for Your Infant\*](#)
- [HRSA Pediatric Mental Health Care Access](#)
- [National Network of Child Psychiatry Access Programs](#)



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# Resources

- Self-Regulation

- <https://fpg.unc.edu/sites/fpg.unc.edu/files/resources/reports-and-policy-briefs/PromotingSelf-RegulationIntheFirstFiveYears.pdf>
- <https://heartmindonline.org/sites/default/files/12%20Self-Regulation%20Strategies%20for%20Young%20Children%20Infographic.pdf>

- Emotion Coaching:

- <https://hes-extraordinary.com/how-to-use-emotion-coaching-to-teach-children-self-regulation>
- [https://files.schudio.com/milverton-primary-school/files/documents/Emotion Coaching Guide for Parents.pdf](https://files.schudio.com/milverton-primary-school/files/documents/Emotion%20Coaching%20Guide%20for%20Parents.pdf)

- Parent management Behavioral Training

- <https://www.cdc.gov/vitalsigns/adhd>



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# Thank you!



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