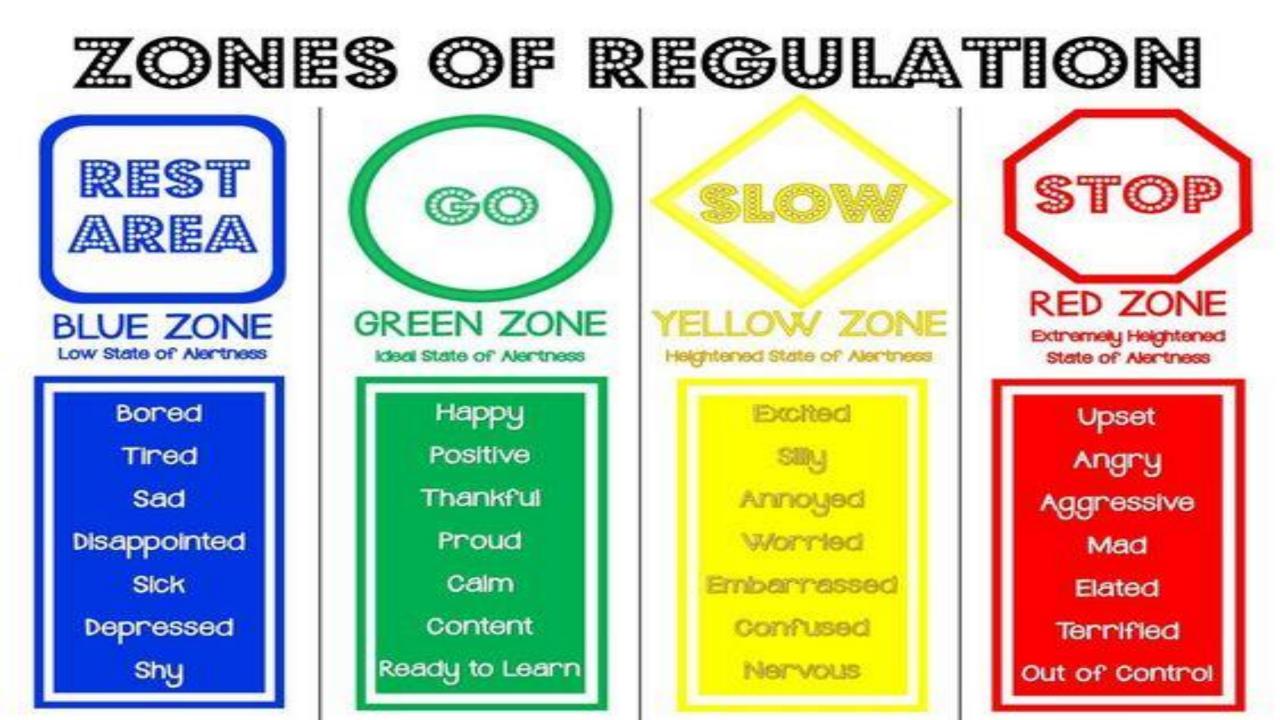


Emotion Coaching and the Zones of Regulation are tools to help teach emotional regulation to children. If children are able to recognise when they are becoming less regulated, they can then become in charge to help manage their feelings.

It is not a 'quick fix' but is a teaching tool and a way to develop emotional skills.





Sometimes, a child might have predictable triggers and we can try to intervene to remove the trigger or prepare the child. Here are some examples of triggers. You might find it useful to do a log to see if you can spot a pattern in your child's behaviour. Being told what to do Losing Feeling left out Being scared Something is unfair Being tired Being Late Change in routine Being told no Being hungry Being touched

Emotion Coaching with Zones of Regulation

Talk to your child about your own seelings and what zone you are in: This is really crustrating me and making me go into the Yellow Zone. I need to use a tool to calm down. I will take some deep breaths which will help me reach the Green Zone.

No zone is wrong or bad to be in. We all experience each of the zones.

Tools

Push/pull something Listen to music Colouring Turn the lights off Count to 10 Splash water in your face Drink a glass of water Lazy 8 breathing Have a snack Jump/bounce Take a walk Star jumps Carry something

Here are some suggestions for tools to help regulate your emotions. You might have other ideas!

Example script for the adult to the child

LABEL: I can see you are growning and kicking the wall. I think you are in the red zone. I would be geeling like that if I didn't want to do something.

VALIDATE: We can't behave like that even though you are annoyed because it's not safe. You're probably angry because you have been asked to put the ball away.

PROBLEM SOLVE: It looks like you need to take some action to calm yourself down. Would you like a drink of water or to push against something? Once the child is calm, discuss 'what could you do next time you feel like this?'



LABEL: I can see you are_____. I think you are in the _____. The formula is the see in the see in the see ing like that is

VALIDATE: We can't behave like that even though you are because it's not safe. You're probably because you have been asked to

PROBLEM SOLVE: It looks like you need to take some action to calm yourself down. Would you like ______? Once the child is calm, discuss 'what could you do next time you geel like this?'

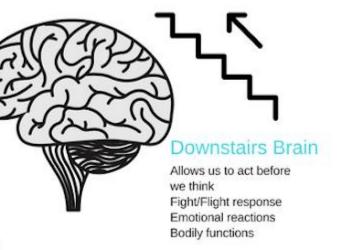
<u>Other useful phrases to label</u> and validate feelings

Did it make you feel _____ when ____? Were you feeling _____ when ____? It sounds like that made you feel That would make me feel _____ too. It makes me geel _____ when ____ happens also. It looks like you're very happy. You seem a bit sad. Are you feeling annoyed? It sounds like you were really scared. I bet that made you pretty grumpy.



Upstairs Brain

Allows us to think before we act Decision-making Control over emotions & body Focus/concentration Empathy Self awareness



Source: Siegel & Bryson "The Whole Brain Child"

If a child is in a 'downstairs' tantrum, they need nurturing and soothing as their 'upstairs' reasoning brain is offline. There is no point in discussing feelings until their upstairs brain is back up and running.

Upstairs tantrum

Child decides to throw a fit Could stop if they wanted to Able to control emotions and make decisions May look out of control Needs firm boundaries and clear discussion about appropriate and inappropriate behaviour

Downstairs tantrum

No longer able to use upstairs brain because so upset 'Flipped their lid' – amygdala has hijacked higher parts of brain Needs nurturing, comforting and soothing No sense talking consequences or appropriate behaviour

The goal...

The goal is for the child to be able to identify which zone they are in and how they are feeling. Then for them to choose a tool that is best for them before their behaviour escalates.

I am peeling _____. (Know the zone.) I need to _____. (Know if they need more energy or less energy.) I can _____. (Know what tool to use.)