

Emotional Regulation: Managing your Child's Emotions



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Agenda

- Introduction: How do children regulate their emotions?
- Overview of emotional regulation and zones of regulation
- Q & A



What are Emotions?



According to the American Psychological Association, “emotions is a complex reaction patterns that involves experiential, behavioral and physiological elements.”

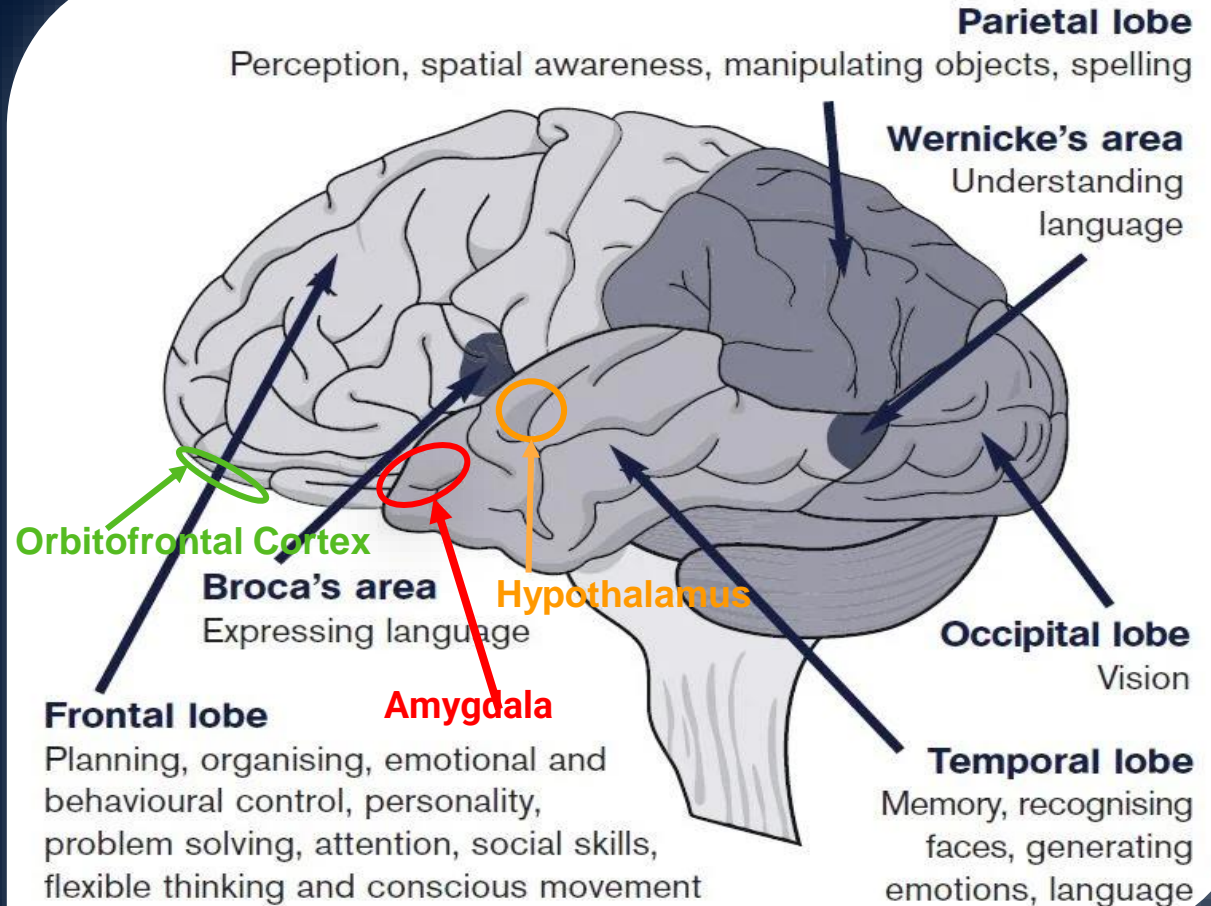
Emotions are a mental state that is closely connected to how we process and interpret a specific information, event or situation.

Parts of brain the governs Emotions (medial)

- Amygdala
- Orbitofrontal Cortex
- Anterior insular Cortex

Functions:

- Receives input from thinking part of brain & body
- Assigns emotional valence (+/-)
- Communicate w/ other parts of the brain



Emotional Attunement

Humans are hardwired for connections through multiple pathways, emotionally, physically, neurologically and mentally to develop and grow.

Challenges faced by children struggling with emotional regulation:

- Recognition, love and belongingness- Social exclusion, isolation and rejection are also experienced in similar pathways.
- Children are very sensitive to these negative experiences. It shapes and colours their views about the world around them and most of all, the relationships they form over time.
- Some children and adults will seek recognition by engaging in unproductive and maladaptive ways to be noticed.
- Despite the harm and hurt caused, some justify their actions as way to gain recognition and need to be heard
- Parallel interactions with mirroring relationships through reenactments



Emotional Regulation

- It's more than words
- Incorporate relational perspective not just transactional approach or behavioural
- Co regulation between primary caregiver and child
- Linking with key executive function skill- Planning and organizing and problem solving

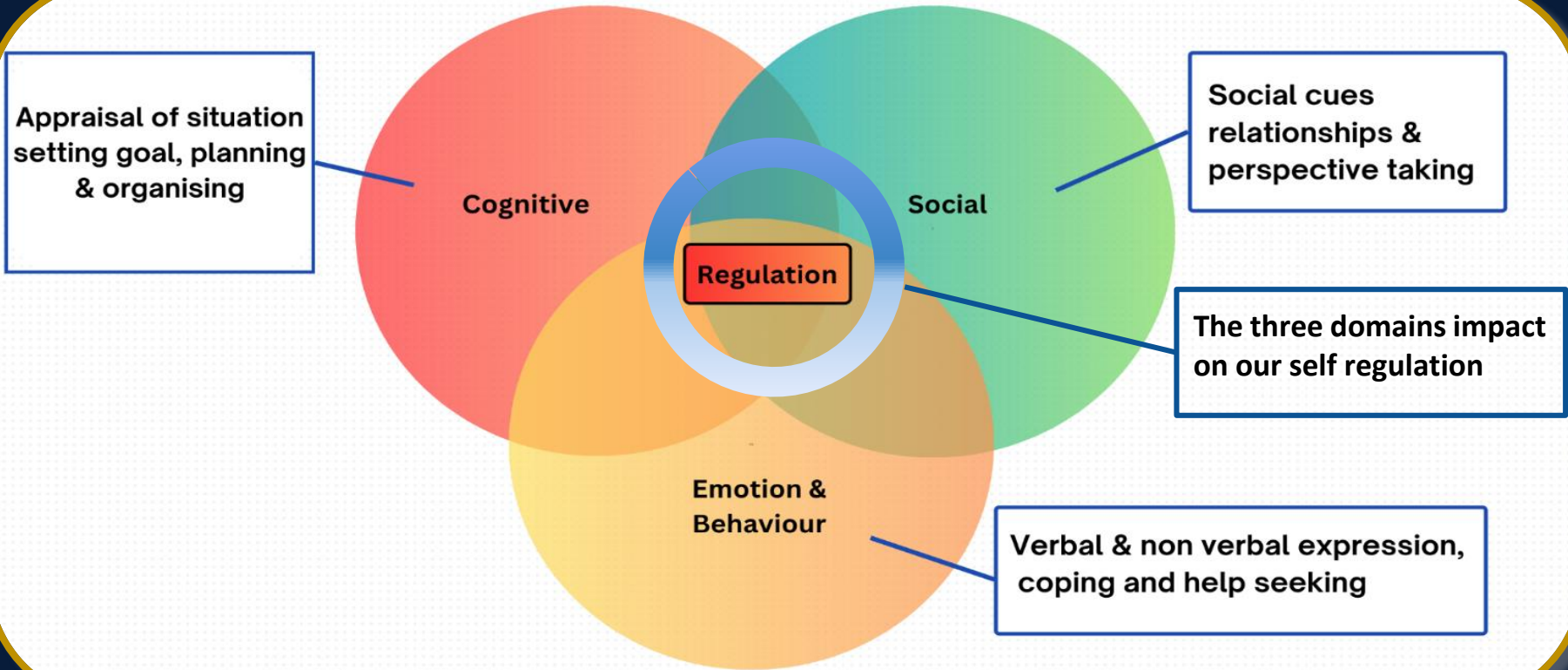
What is Emotional Regulation?

- Why is it important to regulate our emotions and why it's important in children's development?
- How do we regulate our emotions?
- Why is there big emphasis on focusing on children's emotional development in schools?

[How the Brain Works with Emotions?](#)



Three Features of Emotional Expression



What is Parent-Child Coregulation

- “Parent-child relationship is defined as a kind of unique and influential relationship established in the process of interaction between parents and their children, which is critical to adolescents’ physical and mental development” (Zeigler-Hill and Shackelford, 2020).
- “Parent-child coregulation, thought to support children’s burgeoning regulatory capacities, is the process by which parents and their children regulate one another through their goal-oriented behavior and expressed affect” (Lobo and Lunkenheimer, 2020).



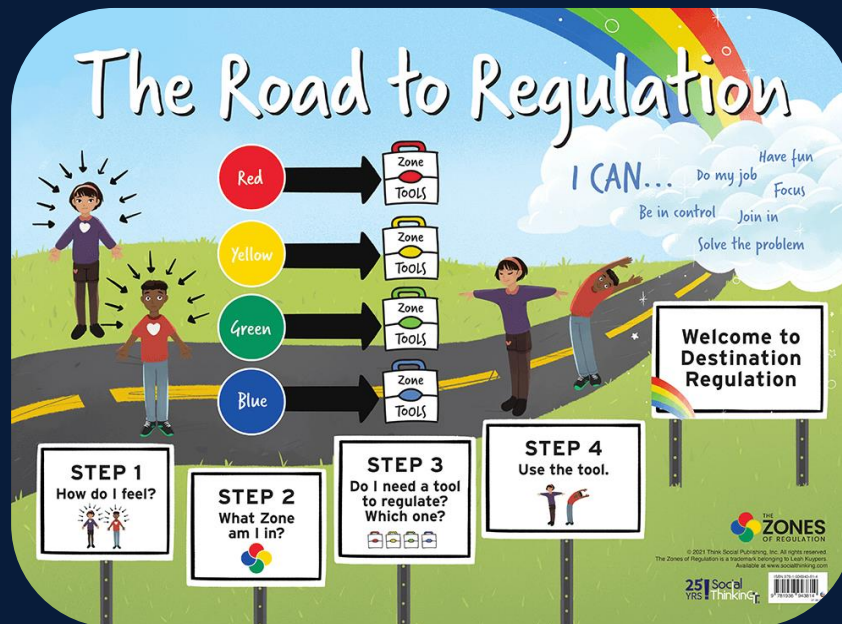
Blob Tree

- Helps children identify how they feel at a particular point in time, event or activity
- Being able to see how their emotions may evolve over time
- Emotions are fluid, not static



Zones of Regulation

- What is Zones of Regulation?
- What is the purpose of this tool?



Key Elements of Zones of Regulation

1. Affect labelling
2. Linking emotions to specific situation or event
3. Gauging the level of emotional reaction
4. Assessing where the emotional/ behavioral reaction is proportional to the situation
5. Traffic Light Rule (**STOP**, **THINK** & **GO**)
6. Focuses on the here and now by addressing the immediate issue
7. Rooted in Cognitive Behavioural Theory and Attachment Theory

Zones of Regulation (ZOR)

What Zone are you in?

Zones

Blue Zone:



Green Zone:



Yellow Zone:



Red Zone:



Facial expressions

Running Slow

sad
sick
tired
bored
moving slowly

Good to Go

happy
calm
feeling okay
focused
ready to learn

Caution

frustrated
worried
silly/wiggly
unfocused
loss of some control

STOP

mad/angry
hands on
yelling
refusing to work
out of control

ZOR *continue...*

1. Identifying the problem
1. Determining the size of the problem
1. Matching emotional reaction to the size of the problem

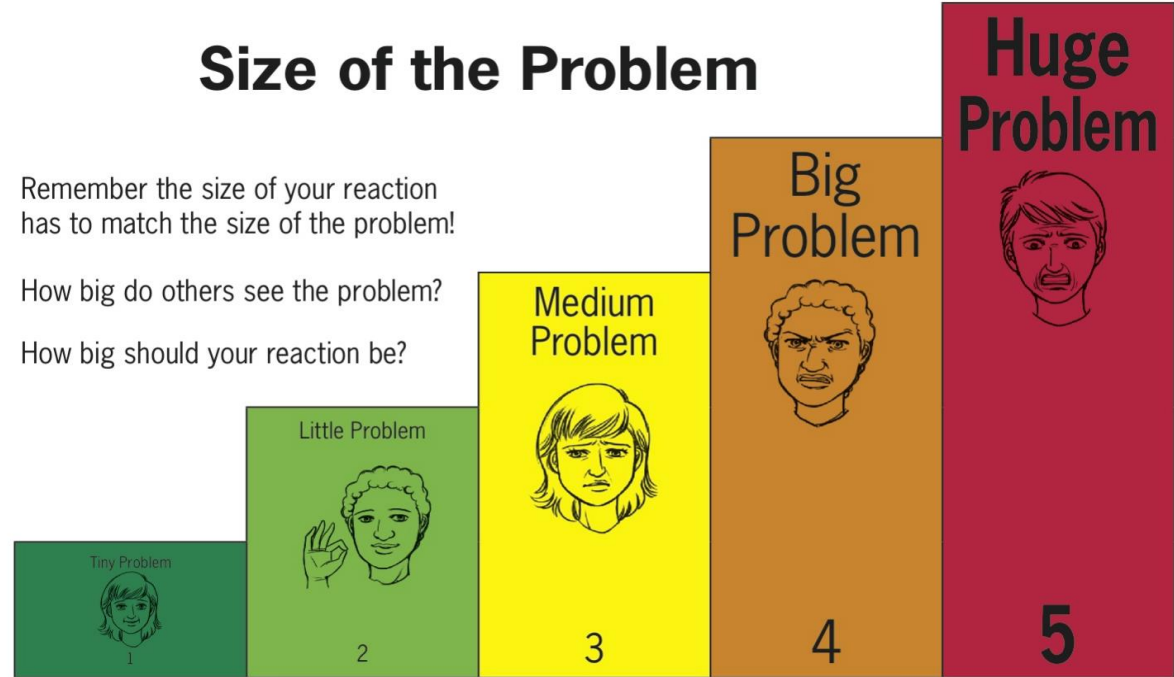
The ZONES of Regulation® Reproducible W

Size of the Problem

Remember the size of your reaction has to match the size of the problem!

How big do others see the problem?

How big should your reaction be?



Visual adapted by Leah Kuypers, Donna Brittain and Jill Kuzma for The Zones of Regulation® from the original work of Winner's *Think Social!* (2005), pages 44-45, www.socialthinking.com, and Buron and Curtis' *The Incredible 5-Point Scale* (2003), www.5pointscale.com

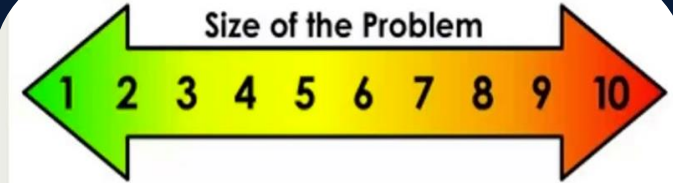
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The Size Of The Problem & Reaction To The Problem

How Big Is My Problem?

1	2	3	4	5
All Good!	Smallish.	Medium.	Pretty Big.	Emergency!
I can be happy, feel calm, feel relaxed, finish my work.	I can do what I need to do to solve the problem and move on.	I can take a deep breath, try to solve.	I can take a break, talk it out, ask for advice, walk away.	I can get help from a teacher, take a break, take some space.



Do they match?



Escalation Map

- Allows the student and teacher/parent to track how they're doing by mapping their day
- This tool is used to map out stressful events and escalation by child. The triggers are then linked to specific emotions and thoughts the child is experiencing.

Source: Berry Street Education Model Curriculum

Handout: Escalation map

Name *Student Example* Date *16 Jan*

Ready to Learn Zone

Morning

Afternoon

Waking up is not fun

Literacy class

Maths exam

Music class

Seeing my friends at school in the morning

Lunchtime and recess

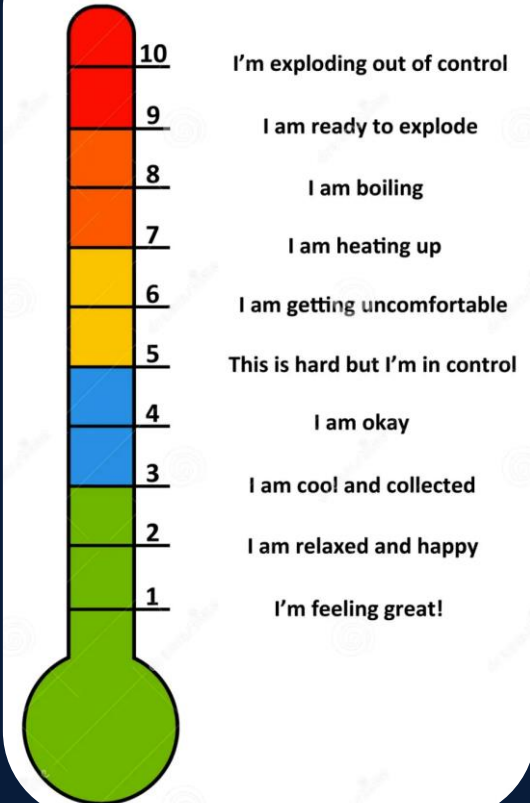
Remember! Being positively escalated or excited can take us out of our learning zone too.

Feelings Thermometer

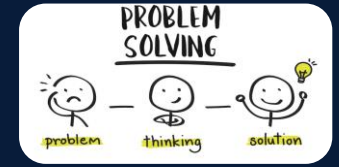
Simple visual tools to help children gauge how they are feeling and what happens to their body.



Feelings thermometer






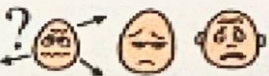
Social Behaviour Mapping



- This visual tool help children see the connection of how they think, act and feel
- This tool breaks down the sequence of events n proper order:
 1. *Identify* the antecedent or unexpected behaviour that cause the negative behavioural/ emotional expression.
 2. *Identify* who were involved in the situation and who did what and who said what (who, what, when & where- establish the facts).
 3. *Identify* how the individuals involved feels as well as the consequences of one's actions.
 4. *Determine* positive ways to resolve the situation differently and how it would change the outcome of the problem.

Social Behavior Map Sample

Social Behavior Map for: _____

Unexpected Behaviors	How they make Others Feel	Negative Outcomes for You	How You feel about Yourself
		 <p>lonely</p>	

Traffic Light: **STOP**, **THINK** & **GO!**

- **STOP:** Stop everything and pause
- **THINK:** Think & select choice of actions
- **GO:** Go ahead with choice or plan



Promoting Positive Emotional Regulation

- Model the right behavior. Children tend to learn through observation, practice and immediate constructive feedback from adults
- Expand children's emotional vocabulary
- Allow space and time to cool down and to process child's emotions and actions
- Provide opportunity for self reflection and ways they can improve and respond appropriately if another situation to occur
- No matter how challenging the situation is, cooler heads prevail
- Parents/ Educators- Seek healthy outlet to vent and for support so you don't have to absorb all the stress (self care)
- Develop options/ various strategies to cope and manage strong emotions

Summary

Benefits of Teaching Emotional Regulation:

1. Build and foster meaningful relationships
2. Improves social skills
3. Improves/ develops communication
4. Increase self awareness of one's reaction and response toward others
5. Reduce stress
6. Foster positive wellbeing

Thank You

