

Supporting your child with their social and emotional wellbeing

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Today we will think about...



What is SEMH?



Understanding emotional regulation



Supporting emotional regulation



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What does this look like in school and at home?



Social, Emotional and Mental Health

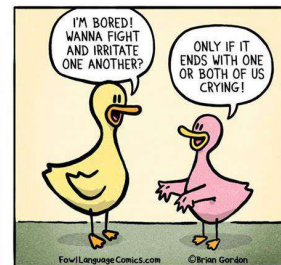
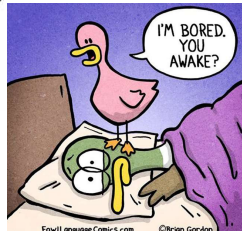
SEMh refers to a broad array of special educational needs based on a pupil's **ability to regulate** their **emotions**, mental health, **behaviour** and **social skills**.



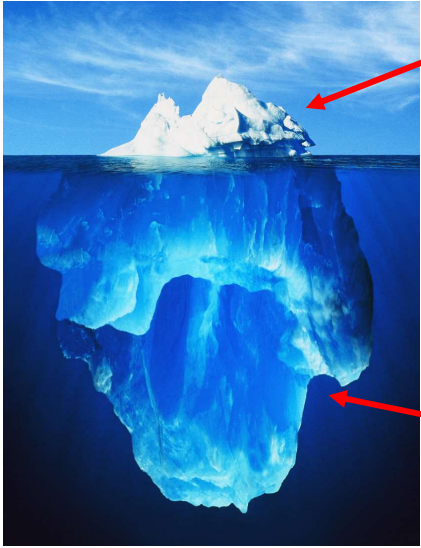
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Responding to Your Child

What behaviours do you see at home that fit under SEMh needs?



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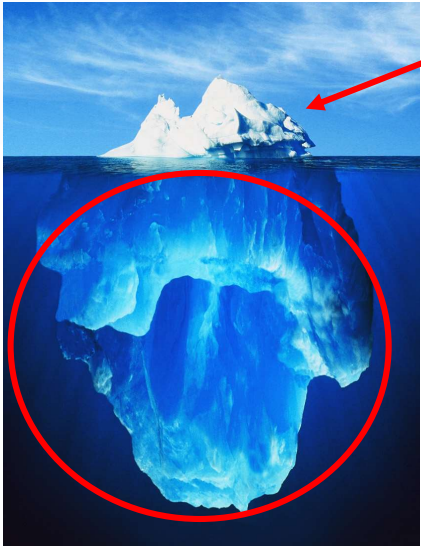
What behaviours do you see at home?

What is triggering these behaviours?

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***Tantrums
Shouting
Hitting out
Crying***

Guilt

Anxiety

Fear

Hunger

Needing attention

Needing control

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Emotional regulation- self management of emotions

Emotional regulation is a process that allows children to:

- Respond appropriately to their environment.
- Reach their goals.
- Behave in a socially appropriate way.
- Understand and respond to emotions.



Emotional regulation is a process that involves:

- Recognising own emotional state.
- Expressing emotions clearly and safely.
- Being sensitive to and understanding the feelings and views of others.
- Recognising and accepting that we can experience more than one emotion at a time.
- Coping with difficult emotions without hurting yourself or others.

Emotional dysregulation

- Emotional dysregulation is a difficulty responding to and regulating 'big' emotions.
- Emotional dysregulation involves becoming overwhelmed by stress or anxiety.

The stress response

- A physiological and psychological response to perceived threat and danger.
- Survival mode: fight, flight, freeze, flop, fawn responses.

Emotion Coaching

Step 1

- Recognising the child's feelings and empathising with them

Step 2

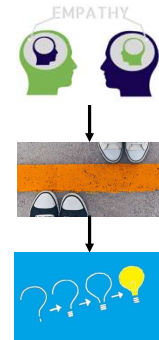
- Labelling the feelings and validating them

Step 3

- Setting limits on behaviour (if needed)

Step 4

- Problem-solve with the child



What does Emotion Coaching look like?



Think about the difference responses – who is **emotion coaching** and who is **emotion dismissing**? How are they different?

How can we support our children?

"When we attune with others we allow our own internal state to shift, to come to **resonate with the inner world** of another... The important sense of **'feeling felt'**".

Children need attunement to feel **secure** and to develop well... throughout our lives we need attunement to feel **close and connected**"

Dr Dan Siegel

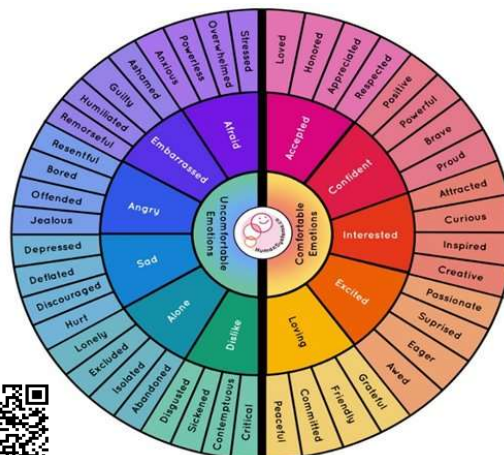


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Step 1: Recognise & Label Feelings

Help children to develop their emotional literacy skills which involves:

- Understanding how they feel
- Labelling emotions
- Learning how to cope appropriately with emotions
- Understanding that emotions aren't always expressed accurately
- Using emotions to assist thought, motivating oneself, and delaying gratification



<https://www.elsa-support.co.uk/wp-content/uploads/2020/01/Emotion-wheels.pdf>



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How Do You Feel Today?

HOW DO YOU FEEL?

Case study: A child comes home and says I hate Sami he played football today instead of basketball.

What is the feeling underpinning this behaviour? Why might the child be feeling this way

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Step 1: The **ZONES** of Regulation®

The BLUE zone
How might you feel?
sad tired bored moving slowly
What might help you?
Talk to someone Stretch Take a brain break Stand Take a walk Close my eyes

The GREEN zone
How might you feel?
happy okay focussed ready to learn
What might help you?
The goal of this exercise is to get to the GREEN zone. What can you do to be happy, calm and ready to learn?

The YELLOW zone
How might you feel?
nervous confused silly not ready to learn
What might help you?
Talk to someone Count to 20 Take deep breaths Squeeze something Draw a picture Take a brain break

The RED zone
How might you feel?
angry frustrated scared out of control
What might help you?
Stop what I'm doing Make sensible choices Take deep breaths Ask for a break Find a safe space Ask for help

<https://www.twinkl.co.uk/parenting-wiki/zones-of-regulation>

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BLUE ZONE STRATEGIES		GREEN ZONE STRATEGIES		YELLOW ZONE/ RED ZONE STRATEGIES			
Get a drink 	Palm tickle 	Good listening 	Follow directions 	Use a learning tool 	Tense & relax your muscles 	Think good thoughts 	Self-talk 
Use a wiggly seat 	Use the bathroom 	Do my work 	Self-talk 	Breathe deeply 	Ask for help 	Chair push-up 	Take a walk 
Use a lap pad 	Breathing 			Wall push-ups 	Palm presses 	Write – draw – read 	Get a drink 
				Use a lap pad 	Use the ball chair 	Take a brain break 	Arm squeezes 

Step 2: Validate Feelings

- Recognise all emotions as being natural and normal, and not a matter of choice
- Take on the child's perspective. Reflect calm and empathic feelings back
- Use words to reflect back the emotion and help them to label the emotion. You might need to identify the emotion for them!

NB: Sometimes the most important step is taking the time to recognise what the feeling is/what has happened

Step 3: Set Limits

<https://connectivefamily.com/beautiful-baskets/>




The diagram shows three baskets arranged around a central box. **Basket A: Non-negotiable issues** (blue) is at the top, **Basket B: Negotiable issues** (green) is at the bottom left, and **Basket C: Issues to forget for now** (orange) is at the bottom right. The central box is dark blue and says 'Prioritise what you set limits on'.

Basket A: Non-negotiable issues
The non-negotiable issues that you always enforce. For example, going to bed at a specific time.

Basket B: Negotiable issues
The behaviours or issues that you are willing to compromise on. For example, an agreement to let your child choose the meal one or two nights a week.

Basket C: Issues to forget for now
The behaviours that you will forget about for now. For example, it's not worth arguing about sleeping on the floor instead of the bed if it means your child will go to sleep.

Prioritise what you set limits on

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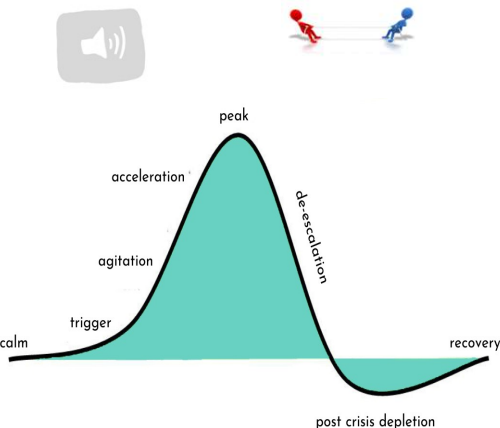
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Step 3: Set Limits

Be mindful of **power battles** and not escalating the behaviours seen

Limit what you say to the child and remember that the child **may not hear you well** or not at all

Respect the child's communication and if the child pushes you away provide comfort through your **emotional presence and body language**



The diagram shows a curve representing emotional states. It starts at 'calm', rises through 'trigger' and 'agitation' to a 'peak', then falls through 'deceleration' to 'post crisis depletion', and finally rises to 'recovery'. A speaker icon and a small illustration of two children are also present.

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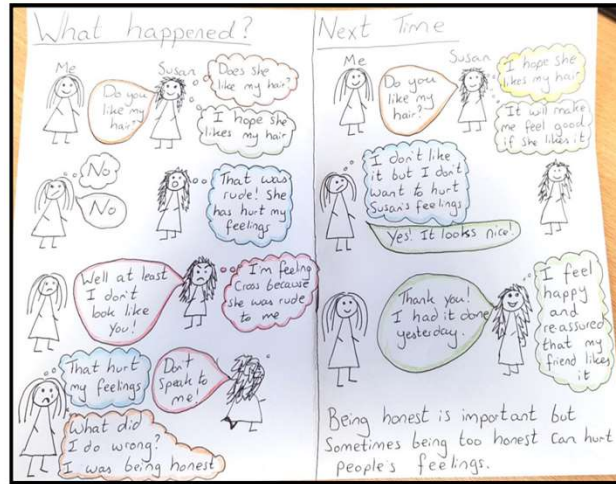
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Step 4: Problem Solving- (using drawings)

Comic strip
conversations-
Carol Grey



<https://bcuhb.nhs.wales/services/hospital-services/neurodevelopmental/documents/comic-strips/>



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Step 4: Problem Solving

When the child is calm, explore the feelings that gave rise to the problem:

- ✓ We manage our feelings by making choices about how we respond
- ✓ Scaffold alternative ideas and actions that could lead to more appropriate and productive outcomes
- ✓ Empower the child or young person to believe that can overcome difficulties and manage their own feelings and behaviour

Case study: think of a situation with your child where they needed to work through the problem-solving steps. How do you currently do that? How could you use some of what we have covered today?

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Step 4: Problem Solving- Restorative Conversation



Telling the story about what happened (the what and the why). What happened? What were you thinking? What were you wanting to happen?

Exploring the harm done. What did you think when it happened? How has this been for you? What has been the worst of it?

Acknowledging this harm (this may or may not include apology). What do you think now that you've heard from ... about how it's been for them? Is there anything you could say to begin to make it right?

Developing a plan to make things right. What's needed here to make it right?



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Your child is very angry because their sibling took something that they were playing with and starts screaming and crying.

**Don't worry about it.
You can play with something else.**

**Don't shout at me.
You can't play with it now.**

- 1. I know that you're really angry because X took your toy. You were playing with it and it's not nice when someone takes something we want.**
- 2. He didn't do it to upset you but you both need to take turns playing with it.**
- 3. Do you want to play with something else? OR How long a turn should we have to play with it each?**



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Your child is very anxious because they have been told by their teacher that they will have a surprise spelling test tomorrow

It's only a test. Don't worry, just see how it goes.

Oh no! We don't have enough time to prepare!

- 1. How are you feeling about the test? It's ok to feel anxious and nervous about a test because I know that you want to do it well and you're worried that you won't have enough time to prepare for it.**
- 2. But it is just a spelling test and the important thing is to give it your best go.**
- 3. How shall we prepare for tomorrow?**



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Thank you!

Any questions?



Feedback:



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