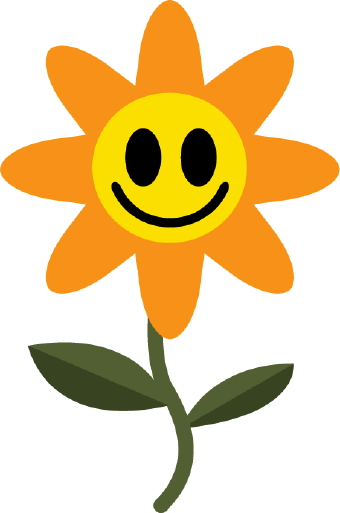
****Helping emotional behavioural regulation**

**Scripts:**

* Can do so by containing sharing, supporting and “carrying” the child’s emotional state by empathising.

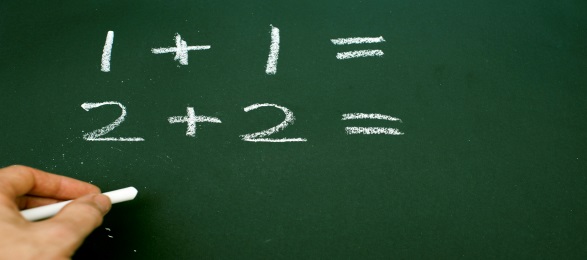
***“I understand how you feel, you’re not alone”***

* Helping the child to cope with and come to terms with boundaries

***“We can’t always get what we want”***

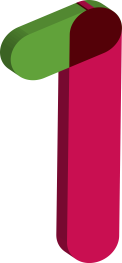
* Working with a child to resolve the problem until they can self repair and self resolve

***“We can sort this out”***

******

**Finding Solutions – problem solving with the child:**

* “*What does your body feel like now?”*
* *“What feelings are you having?”*
* *“Let’s think of what we could have done instead?”*
* *“Can you think of a different way to deal with your feelings?”*
* *“I can help you to think of a different way to cope”*
* *“Can you remember what we said before?”*
* *“Let’s sort this out”*
* *“Try and do this next time you feel like this”*
* *Let’s do this next time you feel like this”*
* *“This is what you can do instead”*

**Step 1 : Empathise, validate and label**

Sensing, naming and identifying what is going on is the first step to recovery….being able to hover calmly over our thoughts, feelings and emotions and then take our time to respond allows the executive brain to inhibit, organise and moderate the hardwired unconscious reactions programmed into the emotional brain.

Regulation can occur from the bottom up- breathing, touch or top down- emotion coaching, soothing narrative.

* Recognise all emotions as being normal and natural and not always a matter of choice
* Recognise behaviour as communication
* Look for physical and verbal signs of the emotion being felt.
* Take on the child’s perspective (metalizing/mindedness)
* Use words to reflect back child’s emotion and help child/young person to label emotion
* Affirm and empathise, allowing to calm down
* Provide a narrative/translation for the emotional experience

**Step 2:**

**Empathetic Listening: recognising, acknowledging, empathizing, validating**

Setting limits if needed

* State the boundary limits of acceptable behaviour
* Make it clear if certain behaviours cannot be accepted
* Retain the child’s self-dignity (crucial for responsive behaviour and well being
* ***“****I can see that something’s not quite right”*
* *I’m sorry that happened to you, you must have felt really fed up”*
* *“I notice that you get upset when that happens”*
* *“ That must have been really frustrating/annoying for you”*
* *“I would feel like this if it happened to me”*
* *“I understand that you might be annoyed”*
* *“It’s normal to feel like that”*
* *“You look kind of fed up ………. / your face looks a bit cross ……….. I’m thinking you might be feeling …………”*
* *“It seems like you’re all tense, I can see your fists are all tight”*

**Step 3: **

**Problem solving with the child**

When the child is **calm** and relaxed, rationale state:

* **Explore** the feelings that give rise to the behaviour/problem/incident
* **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/behaviour.

**Setting limits/boundaries around behaviour:**

* *“It’s ok to feel like that but it’s not ok to behave like that”*
* *“That behaviour is not acceptable”*
* *“These are the rules we have to follow”*
* *“No hurts in our nursery”*
* *“Behaving like that is not helpful”*
* *“This is not a safe place to be angry, lets go to a safe place and then we can talk”*
* *You cannot behave like this”*
* *“We don’t deal with that by lashing out/hitting”*