



Communicating about Feelings with your Child

*Little Kids have big feelings.
Big Kids have huge feelings.*

Agenda

- *Welcome and Introductions (5 min)*
- *Logistics of Virtual Coffee with the Counselor (5 min)*
- *Presentation (30 min)*
- *Q&A (20 min)*





Introductions

Stacey Rawson

School Counselor

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Carlton Hills/ Hill Creek



Logistics

Please stay on "MUTE" during the presentation

Ask all questions in the chat feature.

Questions will be answered at the end, participants will have a chance to talk.

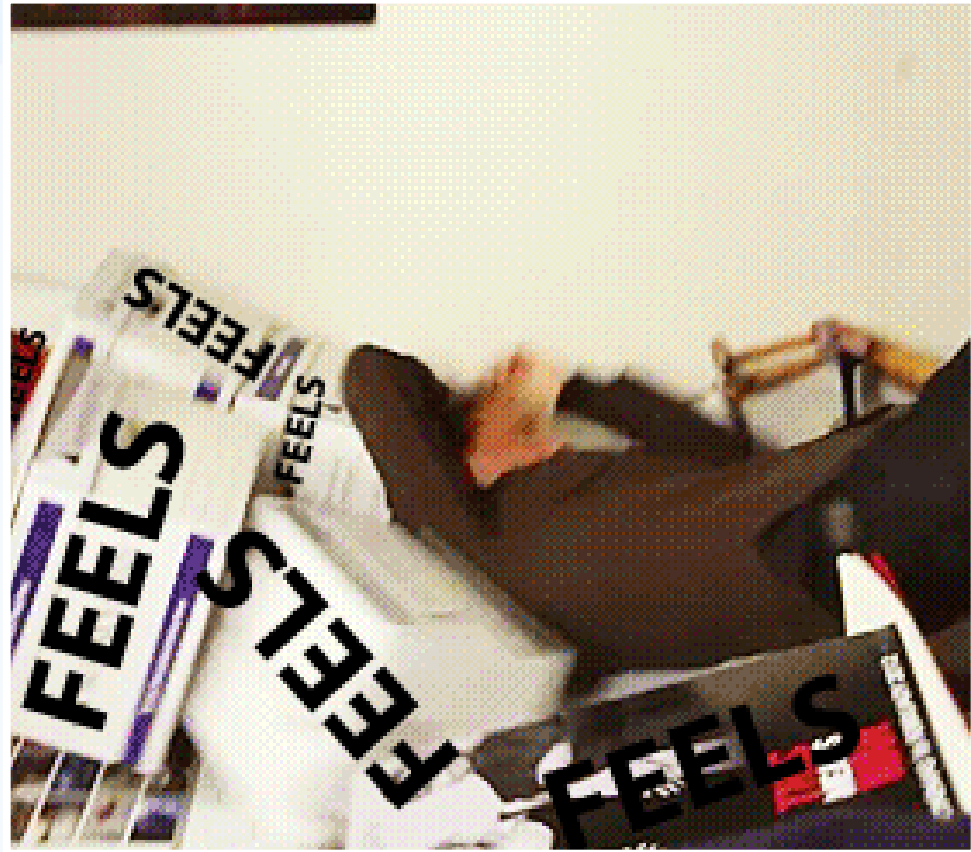
Webinar is recorded and will be posted on SSD counseling website for other parents to view later. This includes the Q&A portion.



Objectives

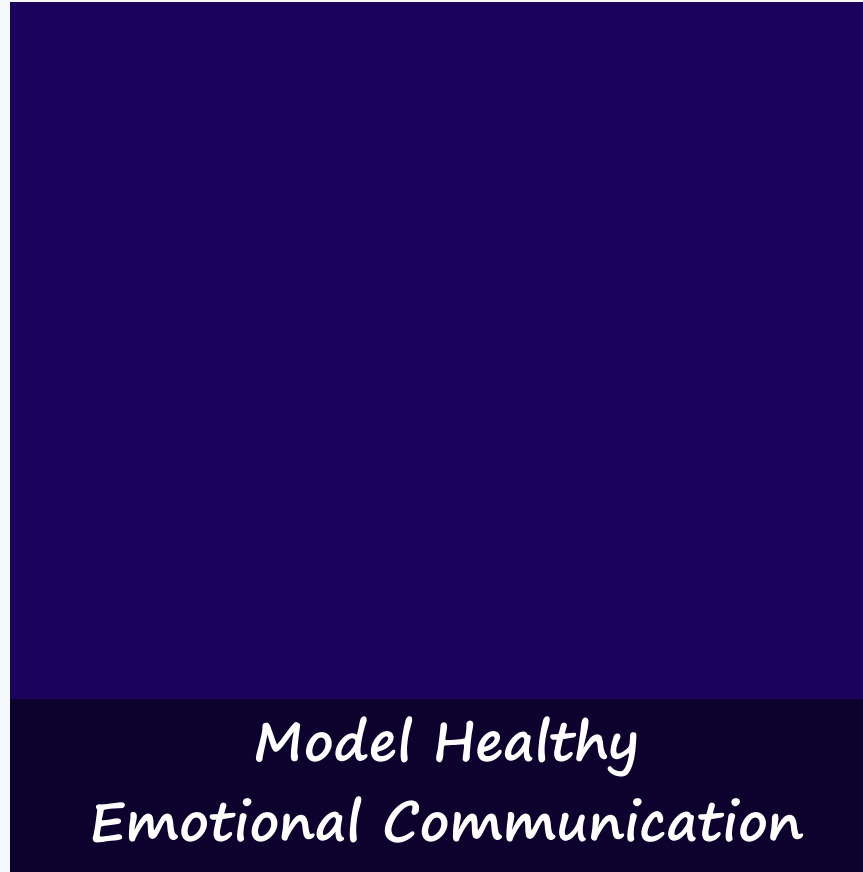
By the end of this webinar, you will be able to:

- 1. Build your child's emotional vocabulary.*
- 2. Increase emotional sharing in your household*
- 3. Enhance your own and your child's emotional self awareness*
- 4. Model appropriate emotional regulation for your child.*



Let's Talk
About Feelings

Guiding Principles





Emotional Vocabulary

Giving children words for their feelings

Give Them Words and Examples

ZONES of Regulation



Characters Have Feelings Too



<http://www.zonesofregulation.com/index.html>



Self Awareness

Behind every behavior is a feeling

Pay Attention to Yourself and Your Child

Listen/ Look for emotions

- *Tune into what they say and don't say*
 - *Nonverbal cues*
 - *Verbal Cues*
 - *Think: What benefit are they getting from their behavior? What consequence?*



Pay Attention to Yourself and Your Child



Reflect your own emotions

- *Be vulnerable*
- *Talk through your process*
- *Noticing your own emotional reaction helps you stay rational and calm.*



Emotional Regulation

Coping Skills and Healthy Consequences

Calming Down is a Life Skill

*Calm Down the Emotions.
Consequence the Behavior.*

- *Set healthy, clear boundaries for emotional expression*
- *Model and Teach coping skills ahead of time. Give your child control to choose their preferred coping methods.*
- *Consequences are for behavior, not feelings. Make that clear.*



Reflecting with your Child

*Antecedent
(Trigger) - Ask the
child "What made
you upset? How did
you feel?"*



*Behavior - Tell the
child " When you
felt _____, I noticed
because you____
(cues). Its ok to feel
____, but its not ok
to _____ (undesired
behavior).*



*Consequence -
Parent reflects on
what reinforcement
(negative or
positive) happened
after the emotional
reaction? Did this
serve the child well?*

Calm Down Strategies

- Read Books about Calming Down
 - Little Monkey Calms Down - <https://www.amazon.com/Little-Monkey-Calms-Hello-Genius/dp/1479522864>
 - Soda Pop Head - <https://www.amazon.com/Soda-Pop-Head-Julia-Cook/dp/193163677X>
- Create a Coping Skills Menu
 - What are the options in your house to calm down?
- Mindfulness and Deep Breathing
 - Mind Yeti
 - <https://copingskillsforkids.com/deep-breathing-exercises-for-kids>




Time for your questions!

Please post your question in the chat feature. I will call on you in order to voice your question and get feedback.

Don't Forget: You are doing a great job!



A stylized landscape illustration. The background features rolling hills in shades of blue and white. In the foreground, there are rolling green hills. On the left side, a tree with a dark brown trunk and several large, rounded, purple and pink flowers stands on a small patch of orange and brown ground. The overall style is simple and colorful.

Thank you!
Join us next week.

Wednesday, April 22
7:30-830 am

Topic: Creating and Maintaining a Routine

RSVP:

<https://www.signupgenius.com/go/coffeewiththecounselors>