

Emotions and Wellbeing

Preston Candover – Parent Workshop



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The developing brain

- Born with approximately 85 billion brain cells
- Most rapid growth 0 to 3 (most plasticity) and before 5
- 1,000 trillion synapses formed in first three years
- Growth process is bottom up
- Child's brain more active than an adults
- Almost organised by the age of 12
- Regulation and impulse control by the age of 25
- 20/30% synapses discarded in some areas and gained in others by end of adolescence.



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Promoting Resilience



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<p>The ability to be happy again after something difficult or bad has happened.</p>	<p>Toughness</p>	<p>An ability to recover from or adjust easily to misfortune or change.</p>
<p>The kinds of things we need to access when times are tough.</p>	<p>A do-it-yourself endeavour.</p>	<p>Having a thick skin</p>
<p>Allows you to recognise when you need to slow down or say no.</p>	<p>Strength of character.</p>	<p>How we recharge not how we endure.</p>
<p>Not an individual trait or characteristic but a range of different processes.</p>	<p>Adaptation in the face of adversity.</p>	<p>Courage and resolve.</p>



Building Resilience

‘Positive adaptation in the context of risk or adversity.’

‘An ordinary magic’ Anne Masten (2014)

‘...allows you to recognise when you need to slow down or say no. ..Resilience also gives you the determination to keep going with something important when you are tempted to give up.’

Jeni Hooper (2012)

‘Beating the odds as well as changing the odds

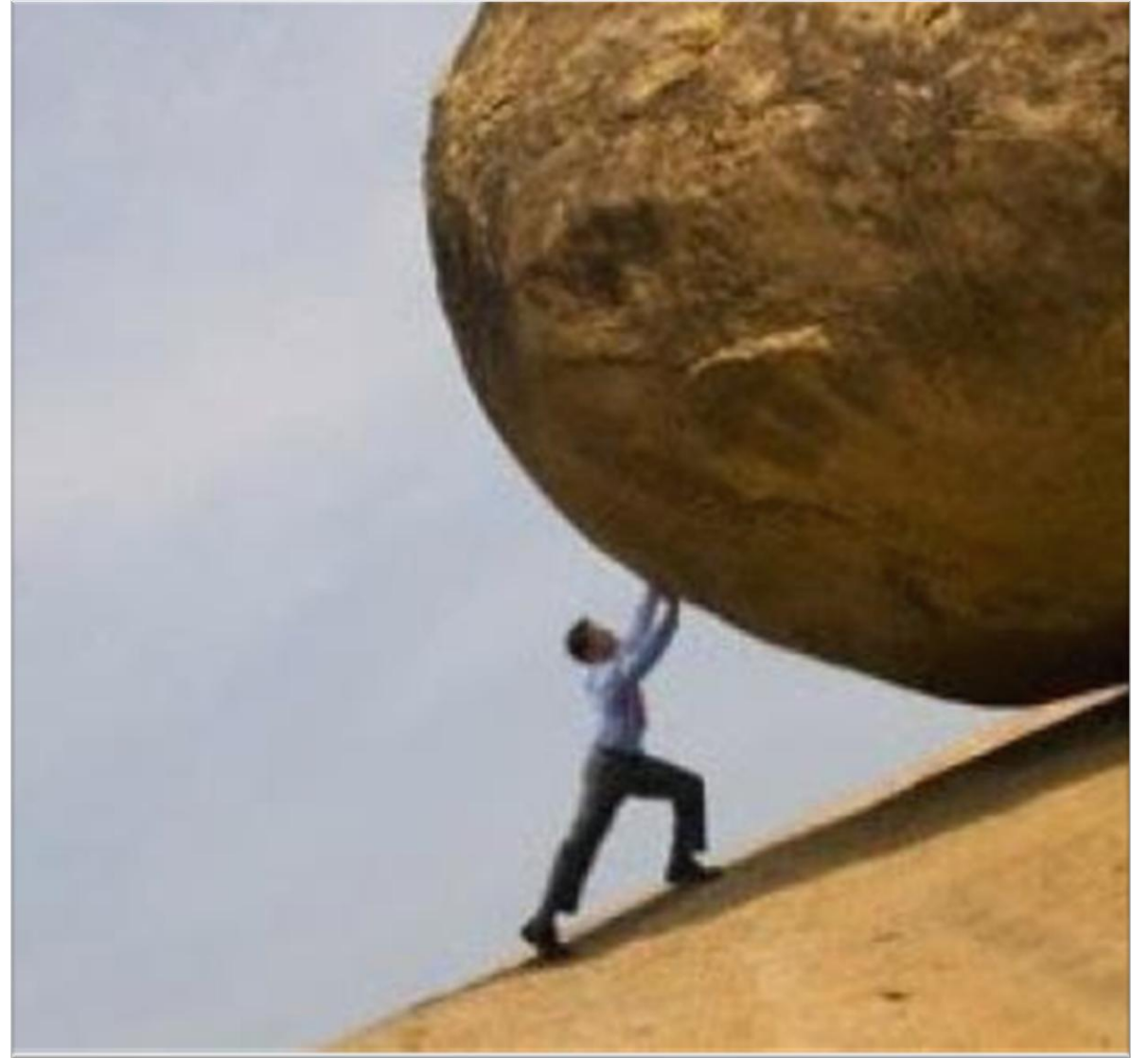
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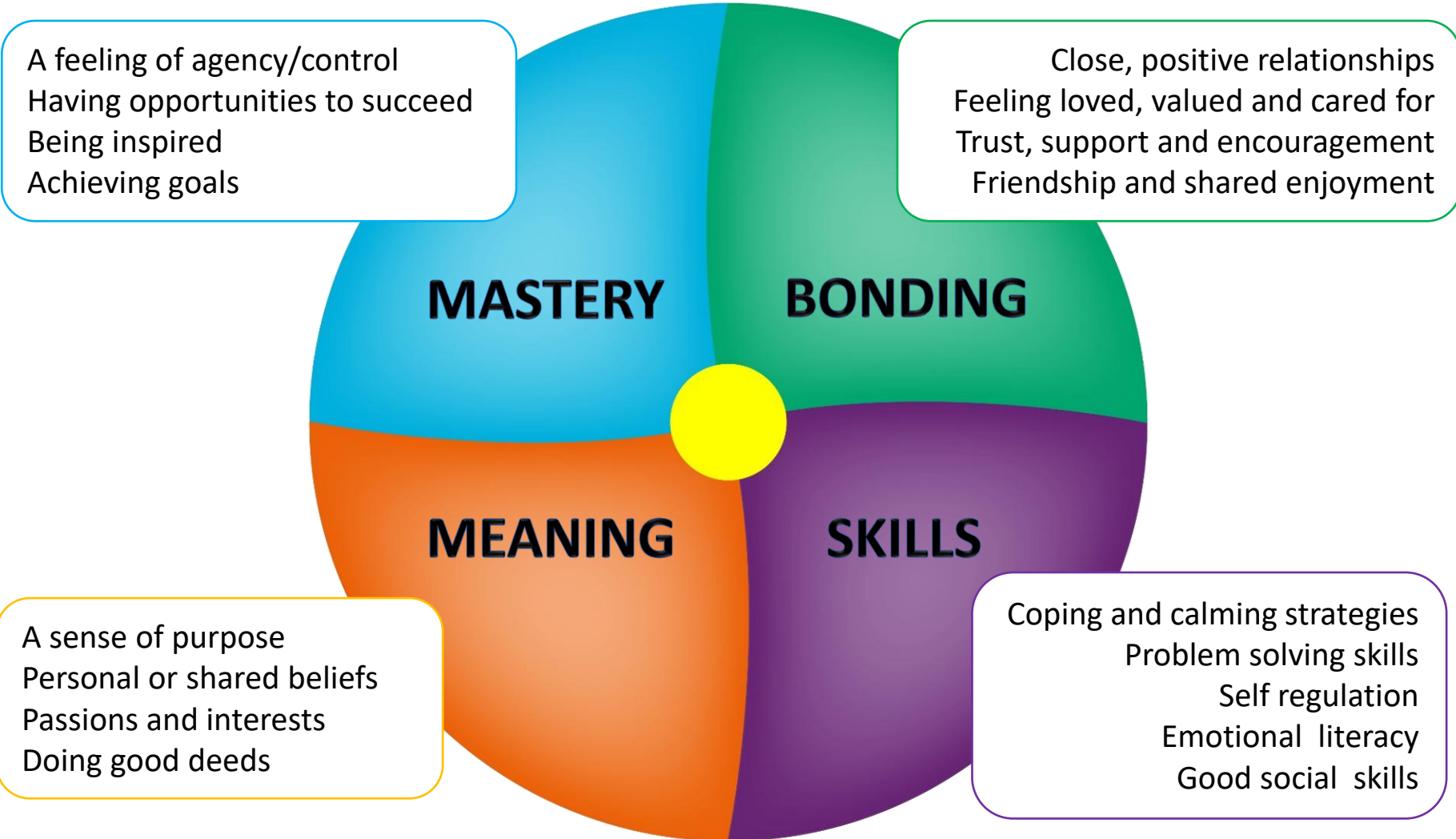
‘Resilience does not constitute an individual trait or characteristic...Resilience involves a range of processes’

Rutter (1999)



It is not....





Remember the basics...

- sleep
- food
- housing
- exercise
- feel safe

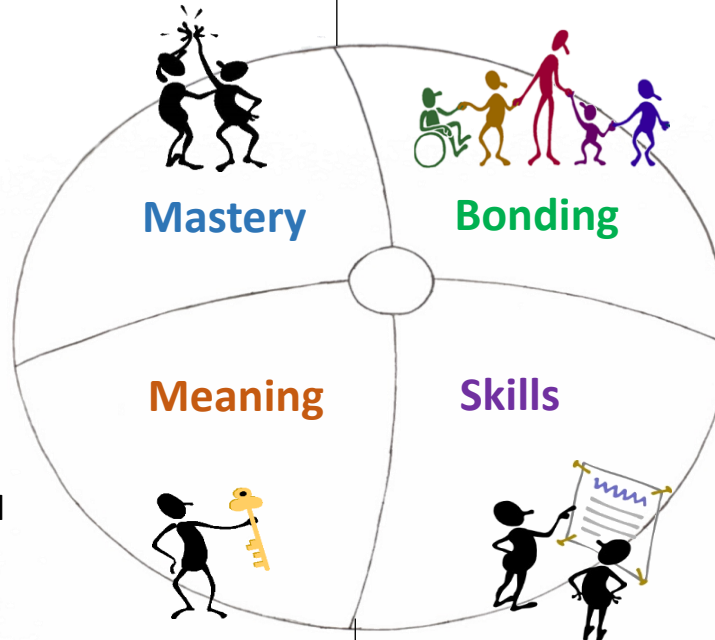
The Resilience Ball – consultation tool

- ★ Where/ when does 'x' get to experience success?
- ★ What would 'x' say they are good at?
- ★ Where/when do they get to make choices?
- ★ What are their hopes/dreams/ aspirations?
- ★ What goals would they choose to work towards?
- ★ How do they know when they have done something well?

Things I feel I can change and improve

People who know me and care about me

- ★ What are their relationships like with peers? Staff? Adults at home? In the wider community?
- ★ Who are they with when they are at their happiest? Where are they?
- ★ When there are challenges to relationships, what do they do?
- ★ Who do they go to for help?
- ★ What 3 words would they use to describe their parents? Friends? Class? Teacher?



- ★ When do you see them sparkle? At their best? At their happiest? What are they doing? Who are they with?
- ★ What would they choose to do if they could do anything?
- ★ What/who is important to them?
- ★ Do they have a job/ responsibility that they value?
- ★ Are there times when you see them doing kind things for others?

Why I am here: my mission and purpose

What I can do when things go wrong

- ★ Tell me a time when 'x' has coped well in a tricky situation – what did they do? Say?
- ★ What would 'x' say helps them?
- ★ What skills do they have in positive interactions (with adults, peers, family)?
- ★ Tell me about their skills with talking about feelings in themselves/others?
- ★ What do they do when they meet a problem (socially? In their learning?)

The basics...

- ★ What is their sleep like
- ★ What/who helps them to feel safe?
- ★ When do they get the chance to exercise?
- ★ How would they choose to rest and relax?

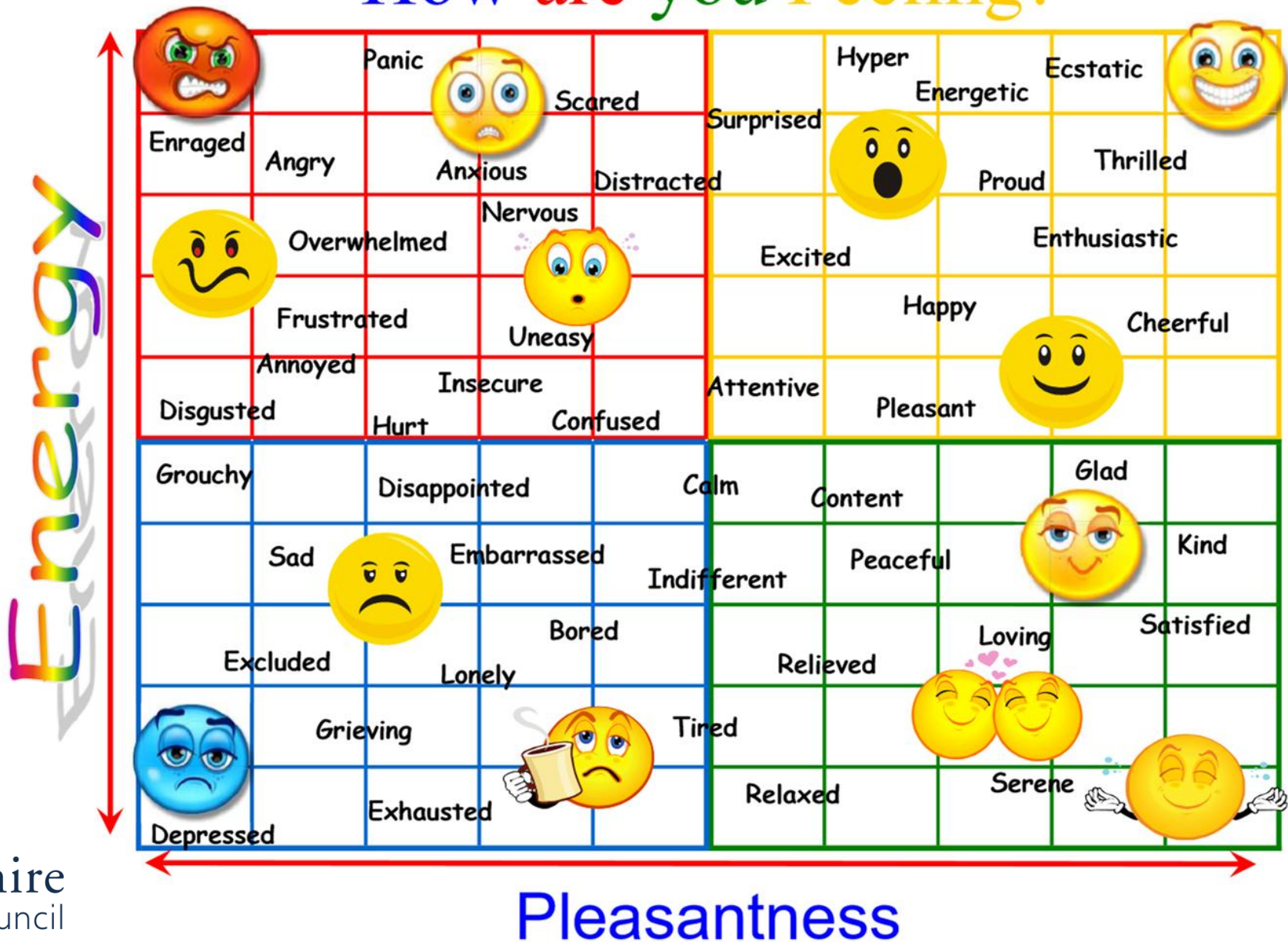
- ★ How is their diet/ eating habits?
- ★ What is their sense of safety and danger?
- ★ What do they do before/after school?
- ★ Do they have everything they need?



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How are you Feeling?



Primary Emotions



THE SCIENCE OF FLIPPING YOUR LID



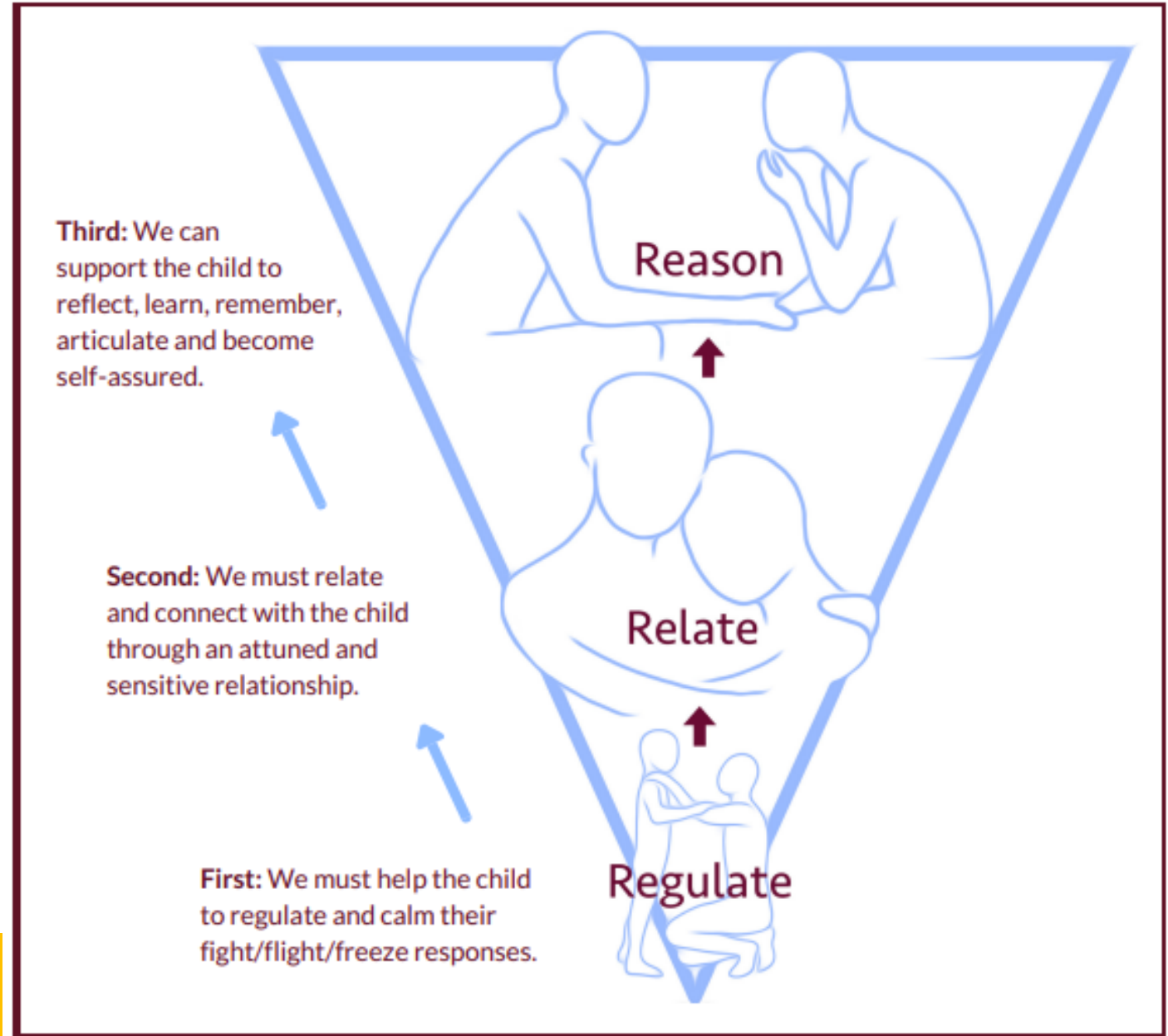
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Regulating Emotions

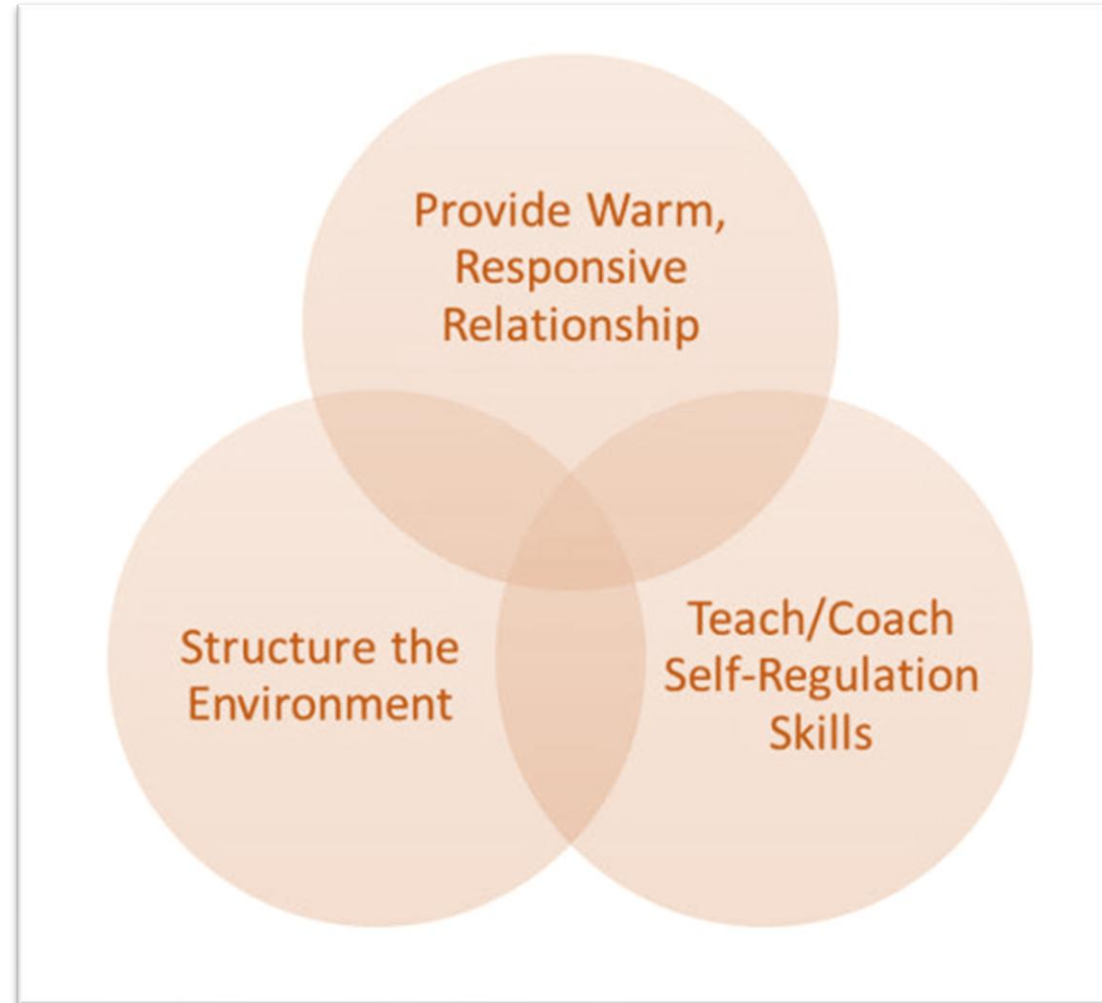


Bottom-up approach by Bruce Perry

Images and information courtesy of Beacon House Therapeutic Services & Trauma Team | 2019 |



Co-Regulation

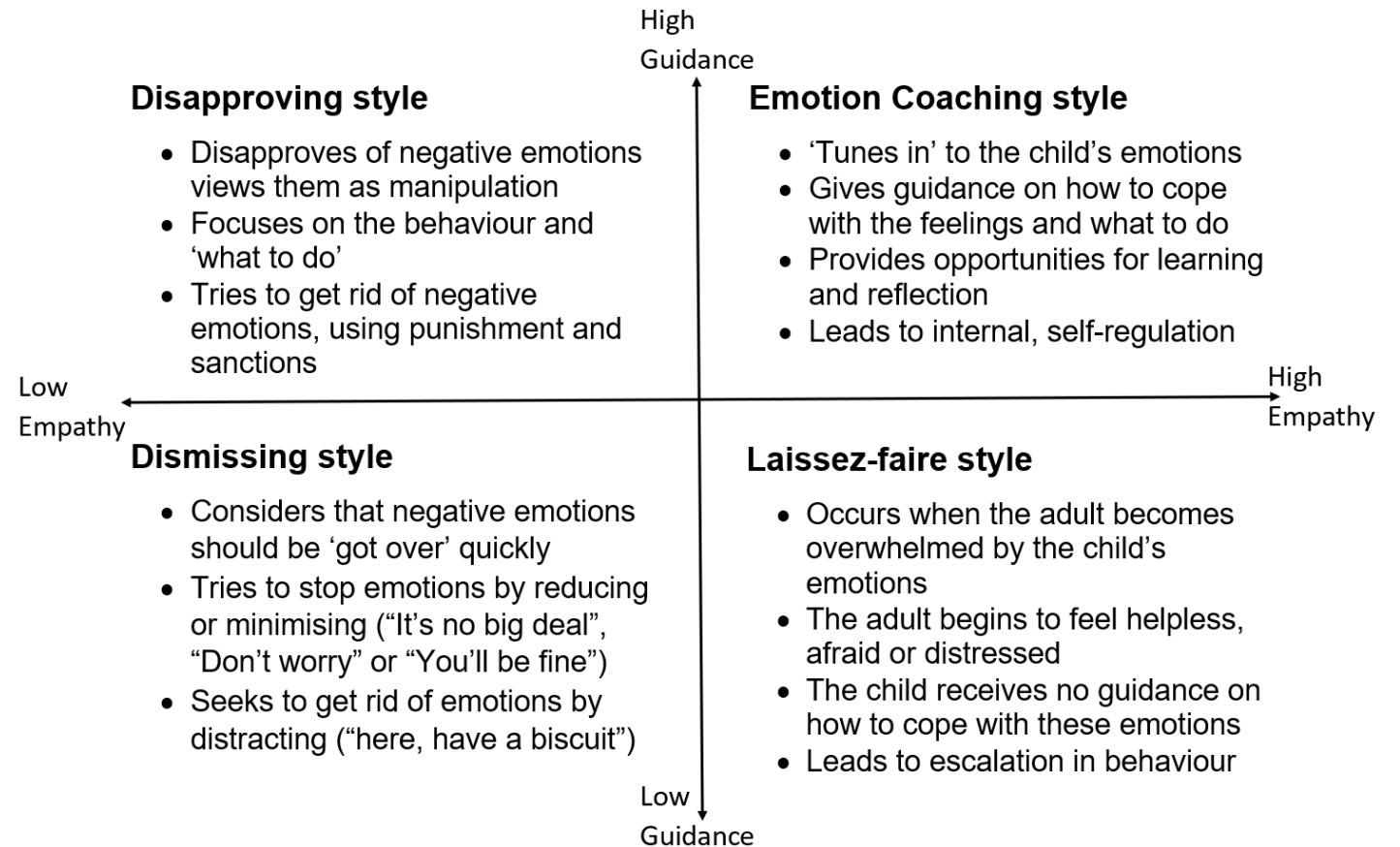


"Helping children and young people to understand the different emotions they experience, why they occur and how to handle them."

(Gottman 1996)

Emotion coaching

John Gottman identified four ways of dealing with emotions. That is our reactions, response and reasonings to emotions in ourselves and others and it was the emotion coaching response that gave the advantage to children. However, the others are very common ways of responding to children when they are experiencing difficult emotions.





WHEN YOU CAN'T
CONTROL WHAT'S
happening,
CONTROL THE WAY
you respond
TO WHAT'S HAPPENING
FOR THAT IS WHERE
your power is!

Emotion coach when in a calm enough state to hear the language

- **1. Name the feeling**
- **2. Empathising**
- **3. Validating**
- **4. Setting limits (if needed) and Problem solving.**

“I think you’re angry because you’ve had to stop doing your favourite activity. I can see you are clenching your fists, and your face is red. I’d be frustrated too if I had been interrupted from something I enjoy. It’s ok to be frustrated, it’s not ok to say mean things as it upsets others. When I feel frustrated, I find it helpful to count down from 20. Let’s try it together now”.

Activity



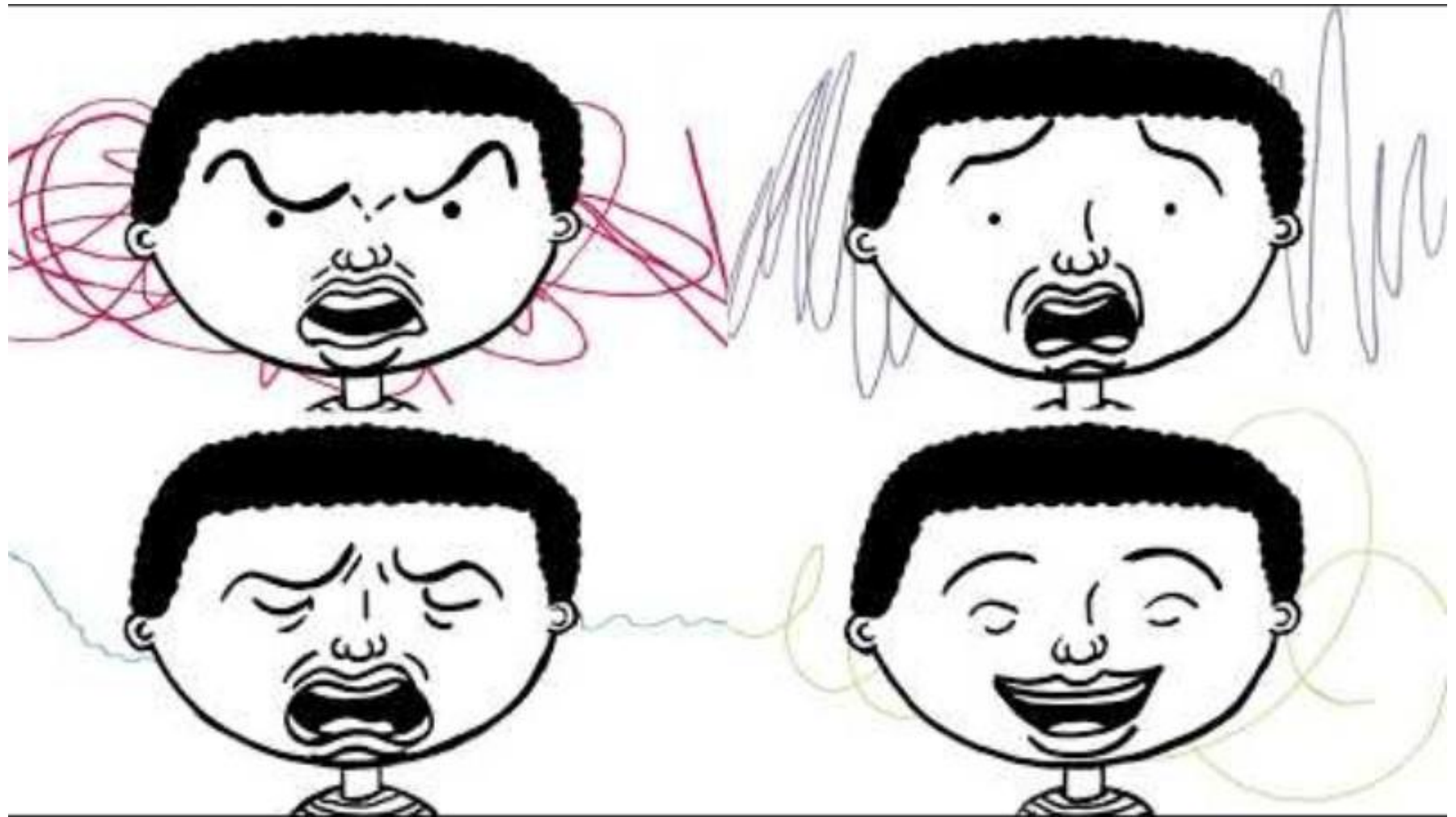
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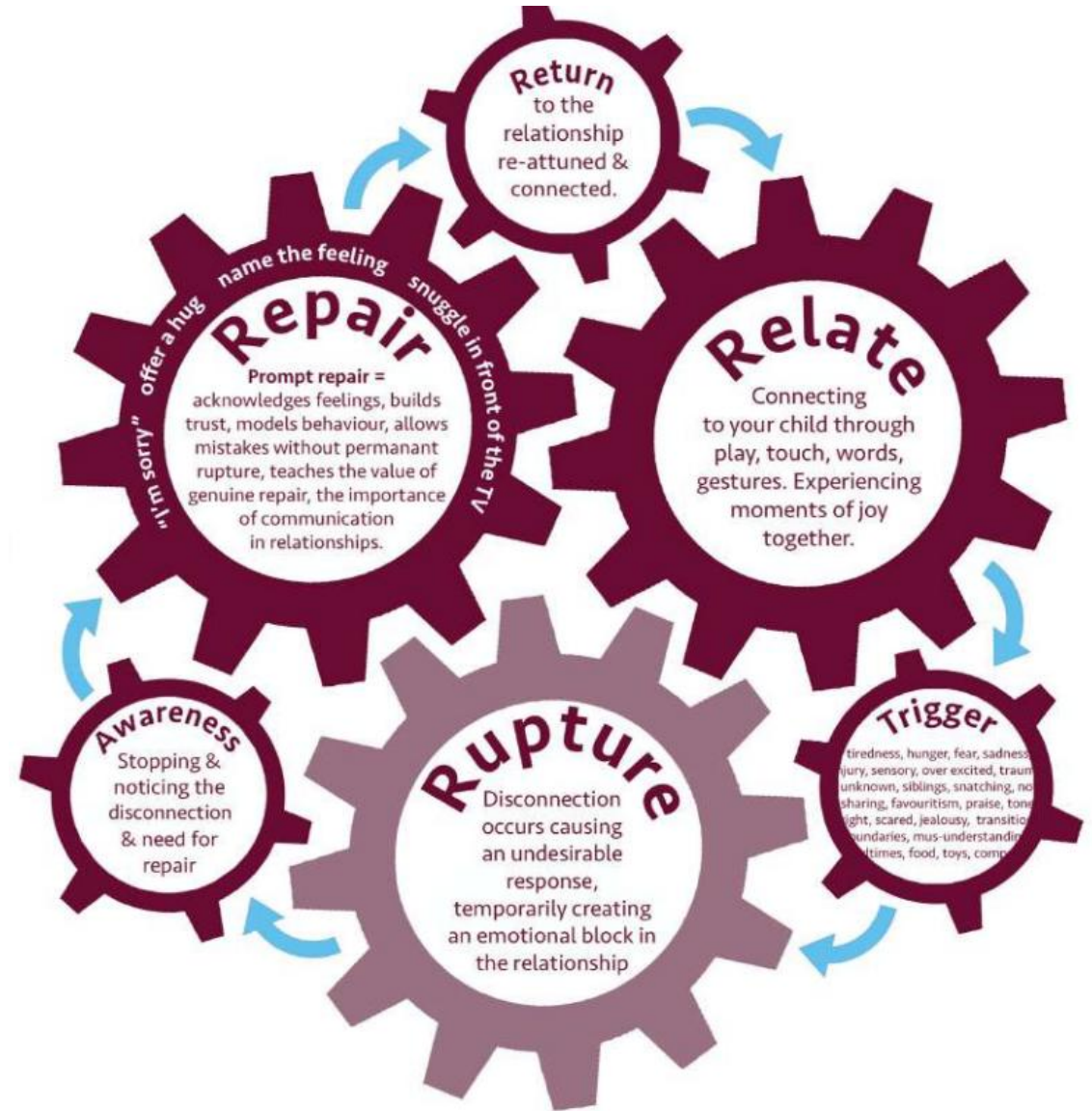
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Shark music



Repairing when things go wrong.

Having adults who can compassionately say “it’s okay, things went wrong, I said something I shouldn’t have, you said something you shouldn’t have, I still value you”; models the message of “no matter what” that early traumatised children are still learning.



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Healthy Mind Platter By Rock and Siegel 2011



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Support for ourselves

Talk with each other about how you ensure your own self-care and your children's takes place



Feedback

We would really appreciate your feedback, please follow the QR code and use the title below to fill out the form online. Thank you!

Code: SLA-emowell-0925

