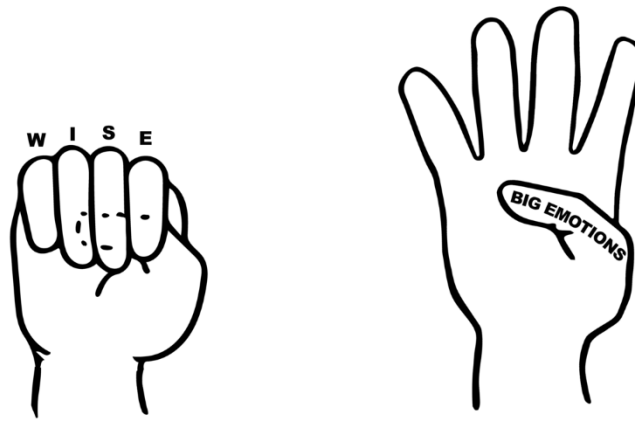


Mindful Emotion Coaching Workshop

Parent Handout

- Stress has a physiological impact on the developing brain and can affect health throughout life.
- Children mirror the emotional states observed in the adults around them.
- The Hand Model can be used to understand the experience of becoming overwhelmed by emotions. (Gottman)



- Talking about emotions helps your child's development.
- Emotion coaching is a useful approach, best used when you notice that your child's lid is starting to flap – it is easier to bring down a flapping lid than to bring down a flipped lid.
- Mindful exercise and activities can help us to stay calm and connected in the flow of life, or our 'River of Wellbeing'
- Examples:
 - ✓ Painting
 - ✓ Drawing
 - ✓ Colouring
 - ✓ Building with Lego
 - ✓ Building with Knex
 - ✓ Running
 - ✓ Juggling
 - ✓ Knitting
 - ✓ Crochet
 - ✓ Swimming

Q. Can you think of something that would help you return to your River of Wellbeing, or to stay there for longer periods of time?

Q. Is there anything that you could share with your child that would help your child to spend more time in their River of Wellbeing?

- Not everyone is the same, and some people are more sensitive to stressors than others. This could mean it is harder for them to stay in the River of Wellbeing.
- Daily exercise helps sensory systems stay balanced, and is particularly important for more sensitive people.
- The Alberta Family Wellness Resilience Scale is another tool that can be used to help gauge any negative experiences or stressors and balance them out with positive supports. Use the blank scale below to explore how to bring things into balance. Remember that not everyone will have the centre fixed in the middle and balance can be harder to achieve.



Adding positive supports improves resilience – whether looking at the scale for an adult or child.

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STEP 1 – Recognise, Understand, Validate and LABEL the feeling

Look for physical and verbal signs of the emotion being felt; Take on the child's/young person's perspective; Use words to reflect back child's emotion and help child/young person to label emotion

"You seem angry to me" or sad, upset, fed up etc....

"I can see you are feeling (angry)."

Affirm and empathise with the emotion; Allow to calm down

"I would feel (angry) if that happened to me"

"I get that you are (angry)"

"I can understand you're feeling (angry) "

Angry Anxious Surprised Worried Happy Sad Disgusted

STEP 2 (lid is down) Limit setting and Problem Solving

All Feelings are OK, Not all behavior OK (use behavior policy of setting if necessary/appropriate):

"Can you remember what happened to make you feel like that?"

"It's OK to feel like that but it's not ok to behave like that?"

"Can you think of a different way to deal with your feelings?"

"What could you do differently next time?"

"Would you like to talk to someone further about how you are feeling?"

