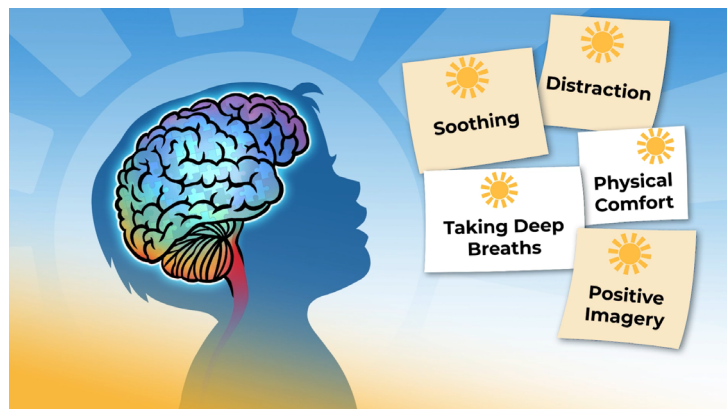


# Program Four: Preventing and Managing Misbehavior



## Part 1: Teaching Children Emotion Regulation Skills

### Refrigerator Notes and Handouts



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## Part 1: Teaching Children Emotion Regulation Skills

### HOME ACTIVITIES FOR THE WEEK



#### To Do:

**SET UP A CALM DOWN PRACTICE.** Using a puppet, or Calm Down thermometer, or book, teach your child how to calm down with deep breathing, or positive self-talk, or positive imagery. (Record your approach on your record sheet & bring to next session.)

**MODEL A CALM DOWN METHOD.** Demonstrate calming down yourself in a frustrating situation with one the methods you have taught your child.

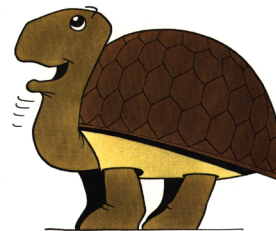
**PROMOTE EXERCISE.** Integrate exercise as a method to help your child calm down.

**CONNECT WITH** a group member to talk about your calm down approaches for yourself or your child.



#### To Read:

Handouts and review Chapter 12, *Helping Children Learn to Regulate their Emotions*, in **The Incredible Years** parent book or audiobook.





Home Activities



## RECORD SHEET:

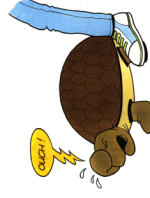
### TEACHING EMOTION REGULATION WHEN CHILD IS CALM

Record times you taught your child a calm down skill when they are regulated. Write down any reaction you noticed in yourself or your child.

	Identify "Trigger" that Prompts Your Child's Dysregulation	Parent Approach	Child's Response	Parent Response
Example when child is calm	Use puppet or read story	Explore with child how puppet or child in story can calm down. Prompt & model deep breathing practice.	Coach and praise any effort child makes to show you a self-regulation strategy.	
Beginning Teaching				
Ongoing approach				

1. What have you noticed triggers your child's dysregulation? (e.g., being tired, not eating, not getting what they want, turning off the computer etc.) \_\_\_\_\_

2. What positive opposite behaviors are you working on giving positive attention to? (e.g., coaching times child is calm or able to wait, or persisting with something difficult and staying patient) \_\_\_\_\_







Home Activities



## RECORD SHEET:

### PROMPTING SELF-REGULATION WHEN CHILD IS DYSREGULATED

Record times you taught your child a calm down skill when they are dysregulating. Write down any reaction you noticed in yourself or your child.

	Identify "Trigger" that Prompts Your Child's Dysregulation	Parent Approach	Child's Response	Parent Response
Example when child is dysregulated	Child begins to scream when screen time ends.	Identifies child's feelings and prompts breathing or uses a puppet or distraction method.	Child calms down and parent praises effort to stay calm.	If child escalates dysregulation - ignore and give child time to calm down
Beginning Teaching				
Ongoing approach				

1. What have you noticed triggers your child's dysregulation? (e.g., being tired, not eating, not getting what they want, turning off the computer etc.) \_\_\_\_\_

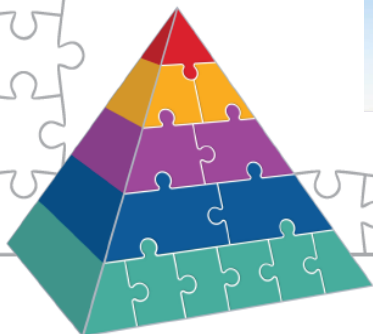
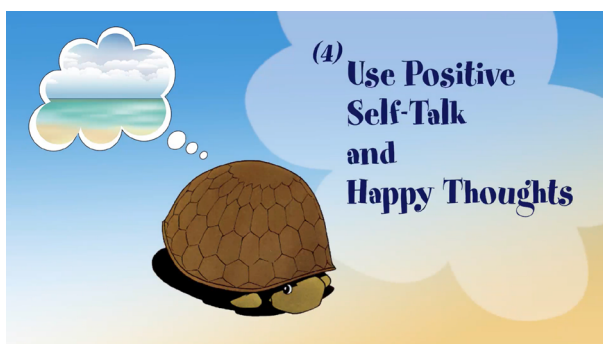
2. What positive opposite behaviors are you working on giving positive attention to? (e.g., coaching times child is calm or able to wait, or persisting with something difficult and staying patient) \_\_\_\_\_



## REFRIGERATOR NOTES

### TEACHING CHILDREN SELF-REGULATION SKILLS

- Use emotion coaching to strengthen your child's emotion language.
- Use puppets, books and visuals to enhance your child's self-regulation learning and practice calm down breathing methods.
- Encourage your child to build memories of happy times and places through art, writing, and stories told.
- Teach your child how to use the Calm Down Thermometer and/or "turtle technique" for managing stress and anger as a way to self-regulate.
- Prompt your child when anxious, fearful or angry to use some positive coping self-talk such as, "I can do it", "I can calm down", Or, "I can wait and be patient."
- Encourage counting to 10, dancing, singing, taking a bath, giving and getting hugs or using favorite stuffie, rocking back and forth and some form of regular exercise as self-regulation activities.
- Model calm down strategies as an adult, such as taking deep breaths, or using the calm down thermometer, or taking a brief break or time away to exercise yourself.
- Promote child cuddles with stuffed animals.
- Give your child time and space to calm down. Save your coaching for times when your child is in a coachable window.
- Keep a balanced diet and regular mealtime, bedtime and exercise routines so your children are well nourished and not sleep deprived.

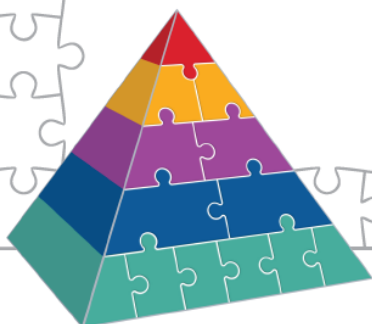
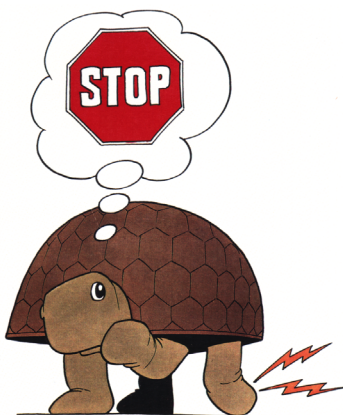




## REFRIGERATOR NOTES

### MANAGING YOUR CHILDREN'S DYSREGULATION

- Stay patient, supportive and model calmness when your child is dysregulated. Remember calm voices lead to calmer children.
- Have realistic expectations remembering young children have less developed brains and are less able to regulate themselves; Don't punish dysregulated and disruptive behavior.
- Cue your child by saying, "Tell yourself to STOP, calm down, and take three big breaths."
- Encourage your child to use positive self-talk by saying, "Tell yourself, 'I can calm down; I can handle this,'" or "Everyone makes mistakes; with practice I can do it."
- Praise your child's self-control and appropriate expression of feelings whenever you notice it.
- Give your child time and space to calm down while staying nearby so your child is safe.
- Once your child is calm, reconnect with new learning, distractions and problem solving.






## Brainstorm/Buzz: Benefits and Barriers to Teaching Children Emotion Regulation



1. What are the possible benefits for teaching your child emotion regulation skills?
2. What are the barriers to helping your child learn emotion regulation skills?



Think about possible solutions to your barriers to teaching emotion regulation skills.

Benefits of Teaching Children Emotion Regulation Methods	Barriers or Difficulties in doing this
	
<p><b>Goal:</b></p> <p>I will commit to using books or puppets or breathing practices to teach my child how to calm down. I will have predictable bedtimes, meal times and exercise routines. I will work on using calm down methods for myself.</p>	

## Brainstorm/Buzz: Strategies for Staying Calm

Using the “Staying Calm” toolkit poster, pick some of the strategies and think about how you could use self-reward or praise, or forgiveness, or humor or challenge negative thoughts.

Write down the strategies you will try.



### Strategies for Staying Calm



### Goal:


I will commit to taking time to reduce my stress and staying calm through meditation, exercise, using positive self-talk, deep breathing, talking to a friend or doing something for myself.



## Brainstorm/Buzz: Strategies for Reducing Stress

Think of a strategy you can use to reduce your stress.



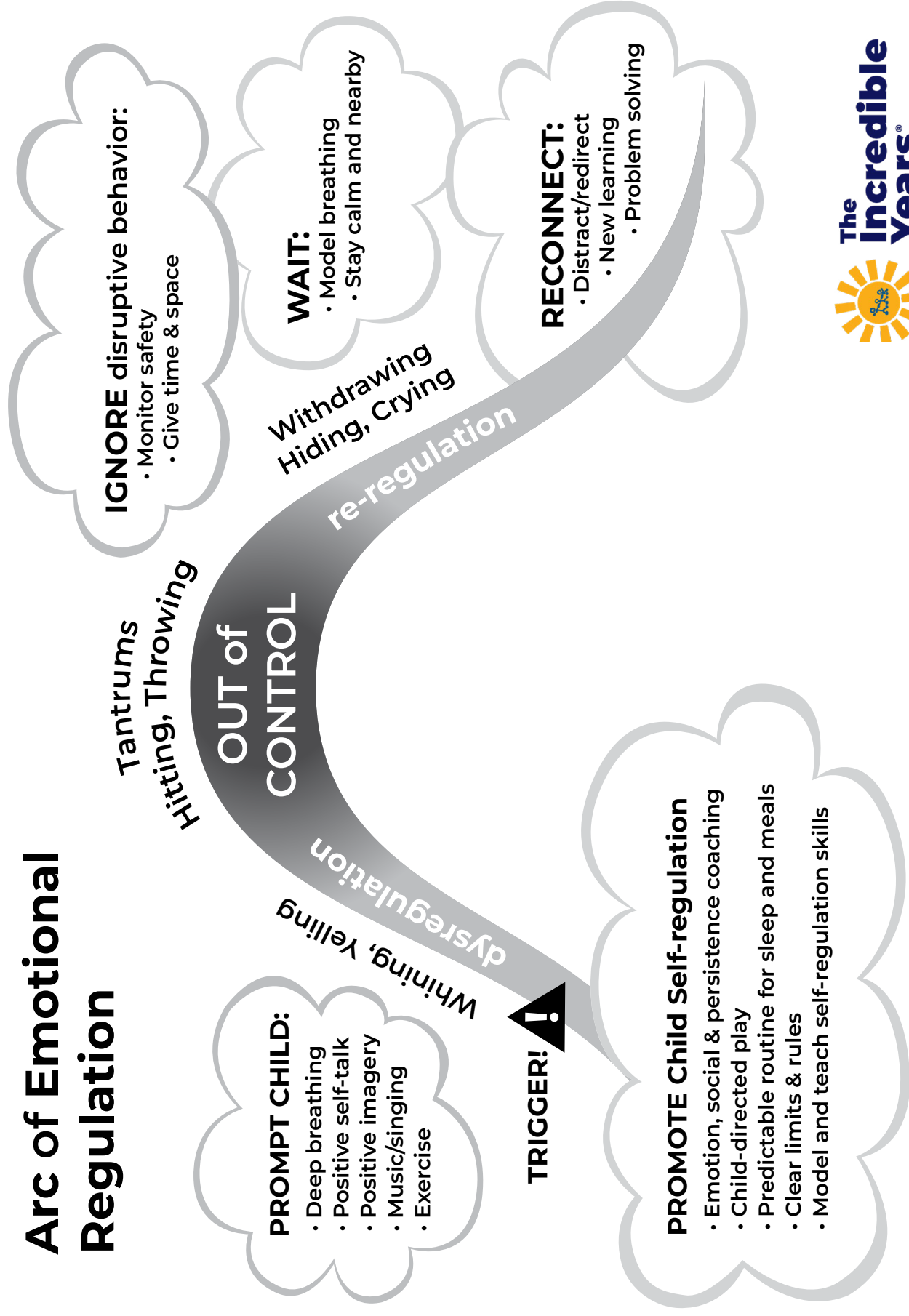
Examples	Your Strategy
<ul style="list-style-type: none"> <li>• Go for a walk</li> <li>• Listen to calming music</li> <li>• Take slow deep breaths</li> <li>• Positive self-talk</li> <li>• Visualize peaceful place or situation</li> <li>• Exercise workout</li> <li>• Tense and relax your muscles</li> <li>• Engage in Mindfulness</li> <li>• Get enough sleep</li> <li>• Eat healthy</li> <li>• Journal your thoughts</li> <li>• Drink water</li> <li>• Watch a funny video</li> <li>• Do a puzzle</li> <li>• Sing</li> <li>• Seek support</li> <li>• Do something fun for yourself</li> <li>• Read</li> <li>• Think of what you are grateful for</li> </ul>	

**Practice:**

**Connect Positive Thoughts, Feelings and Behaviors**

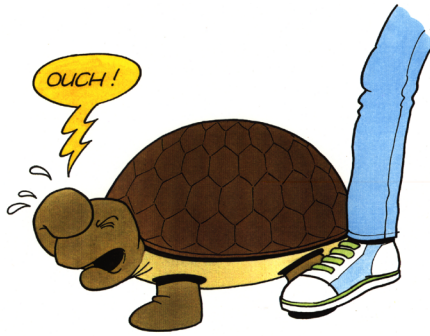


# Arc of Emotional Regulation

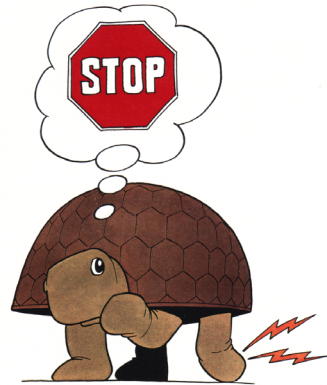




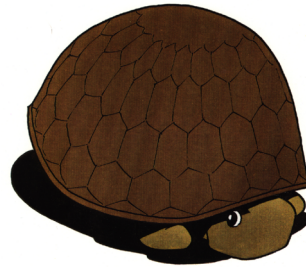
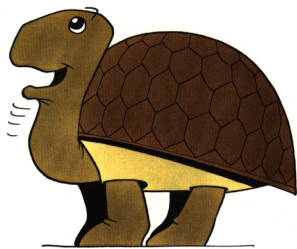
# Tiny Turtle's Anger Management Steps



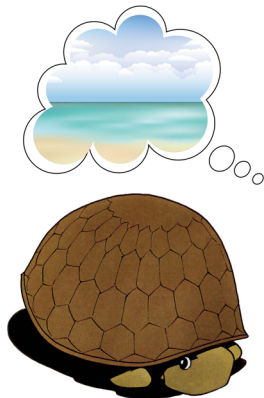
**Step 1:** Recognize the uncomfortable feeling.



**Step 2:** Think, "Stop."



**Step 3:** Take slow deep breaths and withdraw into an imaginary shell.



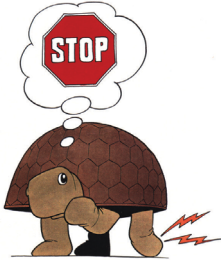
**Step 4:** Use positive self-talk and happy thoughts.



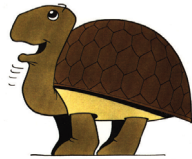
**Step 5:** When calm, come out and try again to solve the problem

# Calm Down Thermometer

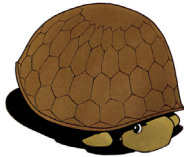
I can do it. I can calm down.



Think "Stop"



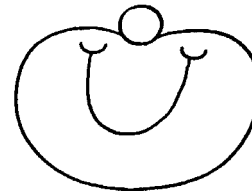
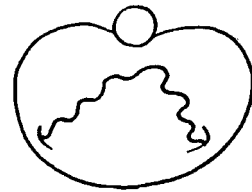
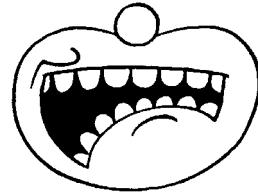
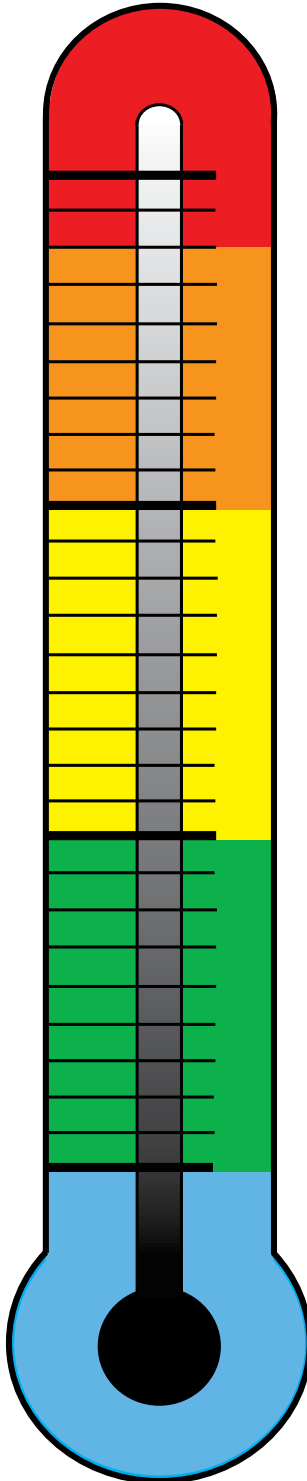
Take 3 deep  
breaths

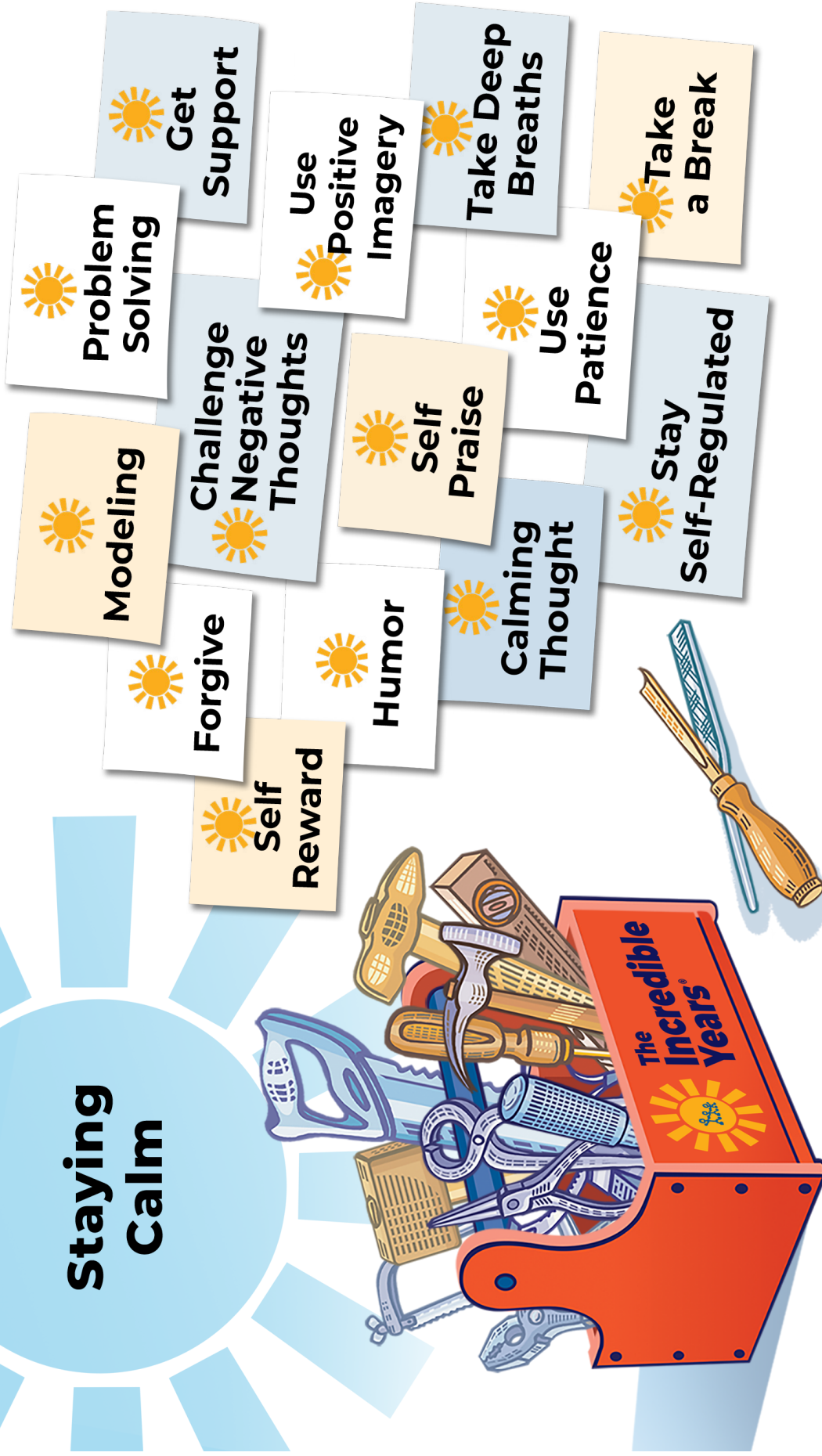


Think happy  
thoughts



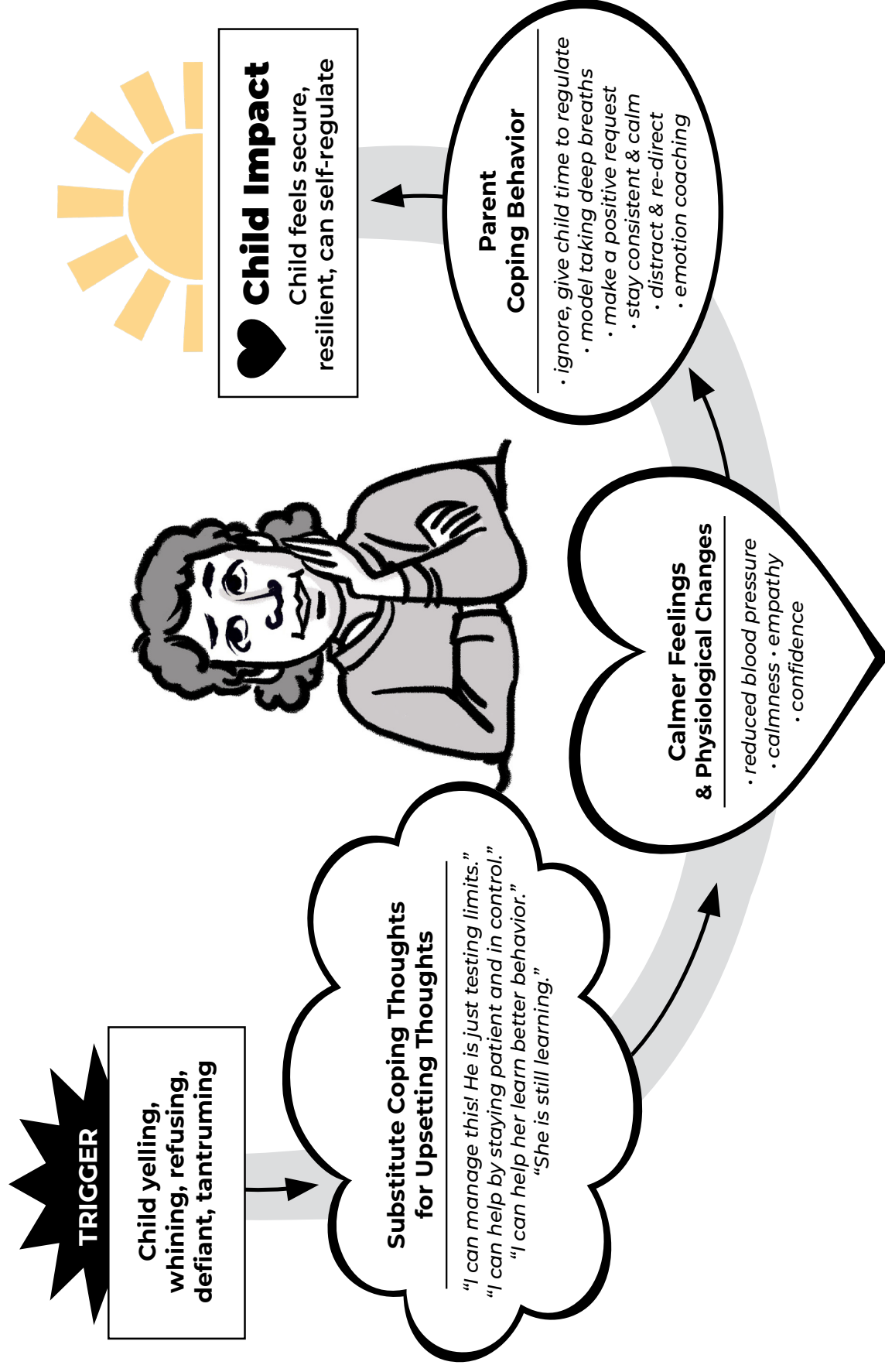
Stay cool





## Coping Cycle:

### Connect Positive Thoughts, Feelings and Behaviors



# Self-Talk Thermometer



## Thoughts

I'm so mad I could hurt...  
S/he deserves to be...  
S/he is no good/rotten.  
What did I do to deserve...  
It's not my fault; it's his/hers.  
S/he's just like...  
I was never like this.  
I think s/he'll end up in jail.  
I don't have time to deal with this.  
I'm a bad parent (partner). I'm hopeless  
Why me? This is too stressful.

It's not working to stay calm.  
It's useless...  
There's no point in doing anything for  
them. It never helps.  
No matter what I do, nothing changes.  
S/he just throws it back at me.  
I deserve this for what I did when...

My parents told me I was...(a criticism)  
What's going to happen when s/he's a  
teenager?  
I'm getting stressed; I need to take a personal  
Time Out.  
Maybe this is too much for me to handle.  
Maybe I'm not a good parent/spouse.  
I'm not sure I can do this.

When change occurs, it's supposed to get  
worse before it gets better.  
I can make a difference to our future.  
Stress is a normal part of any relationship.  
This stage won't last forever. Things will get  
better.  
I can handle this; I can control my anger.  
I can teach him to...  
Problems occur so we can all learn to manage  
conflict.  
I can talk to him about...and come up with  
some solutions.  
We'll manage; we all need learning trials.  
Everyone makes mistakes.  
I can help by...  
His/her positive qualities are...  
I'm a caring parent/partner, and I'm trying by...  
I stay calm most of the time.  
I enjoy being with them, especially when we...  
I love (appreciate)...

## Feelings

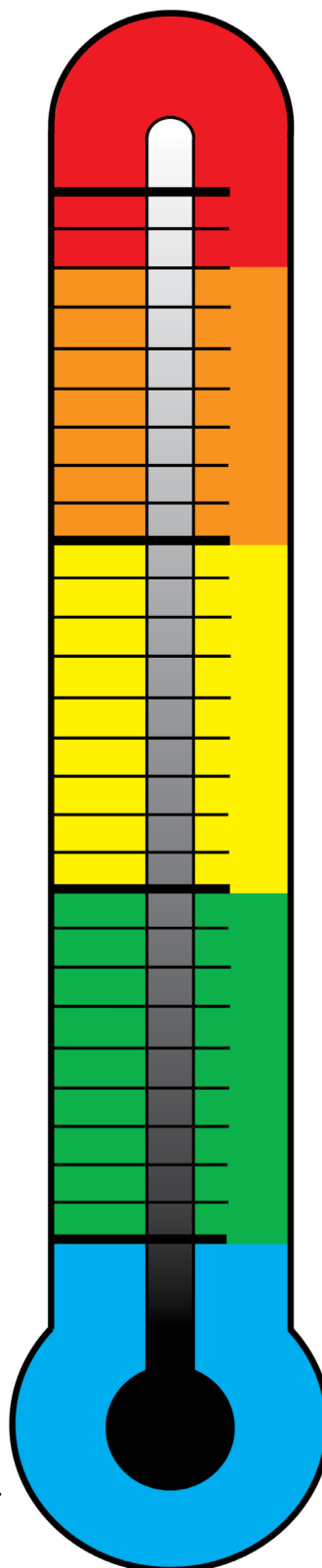
Furious  
Contemptuous  
Angry

Defensive  
Guilt  
Withdrawn  
Frustrated  
Depression

Irritated  
Anxious  
Worried

Alert/Interested  
Receptive/Open to  
influence/Flexible  
Calm

Happy  
Confident  
Content  
Loving/  
Affectionate



# Physiological Signs Thermometer

## Feelings

Furious  
Contemptuous  
Angry

Defensive  
Guilt  
Withdrawn  
Frustrated  
Depression

Irritated  
Anxious  
Worried

Alert/Interested  
Receptive/Open to  
influence/Flexible  
Calm  
Happy  
Confident  
Content  
Loving/  
Affectionate

## Physiological Signs

Heart racing  
Neck muscles tight  
Chest Tight  
Clenched fists  
Teeth clenched  
Headache

Shallow rapid breathing  
Increased perspiration  
Muscles tense

Pacing  
Headache developing

## Behaviors

Yelling  
Hitting

Threatening  
Withdrawing  
Stonewalling

Criticizing

Difficulty listening  
Thinking narrow  
Less open to new  
ideas

Calm  
Pleasant  
Able to problem-solve  
Able to listen

