

≡ Welcome ≡



Lauren and Sam

Thank you for joining us ahead of Children's Mental Health Week. Please feel very welcome to chat to us about your child's mental health and well being.



Who are we?

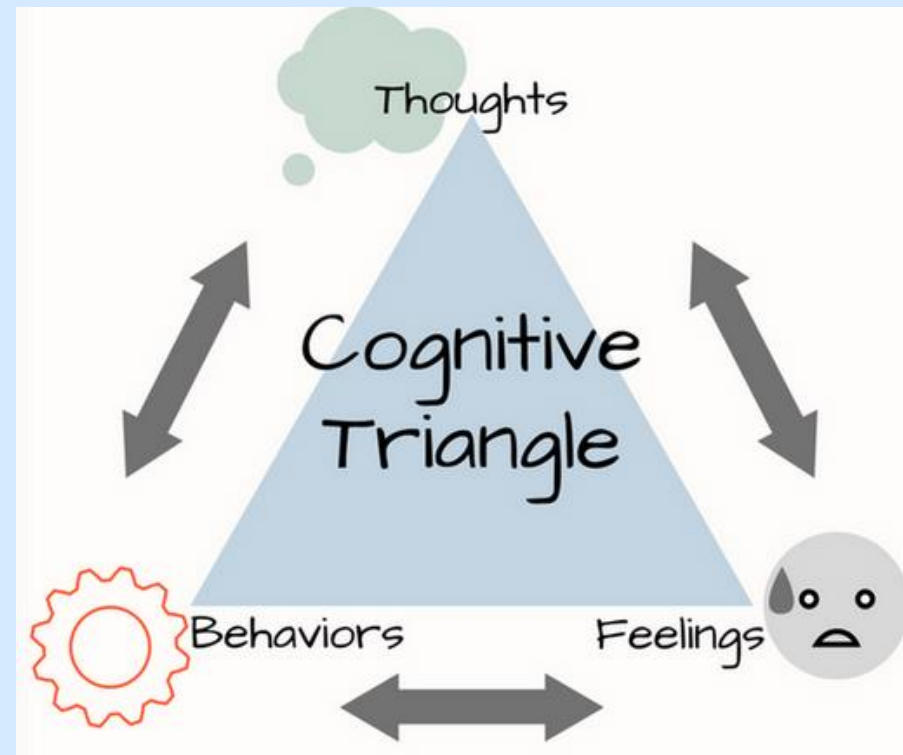
Compass Changing Lives is a Mental Health Support Team with practitioners trained to deliver low intensity cognitive behavioural therapy.

We are able to work with all children across Derby City and Derbyshire to support them with their mental health and wellbeing.



Areas of Support

- Mild to Moderate anxiety- worries, fears, panic, social anxiety, simple phobias
- Difficulty managing behaviour - anger, pushing boundaries, frustration
- Feeling low, having no motivation, losing interest in things
- Difficulty with adjusting to change and transition
- Difficulty with managing emotions
- Sleep hygiene
- Exam stress



All Emotions are Normal



We all experience a range of emotions each and every day.

It is normal to have good days and bad days.

Even as adults, it can be tricky to manage our emotions.

Emotional Development



Age 5 - 8

A basic understanding of emotions

Age 8 - 12

Co-regulation - require support to regulate their emotions

Age 13 +

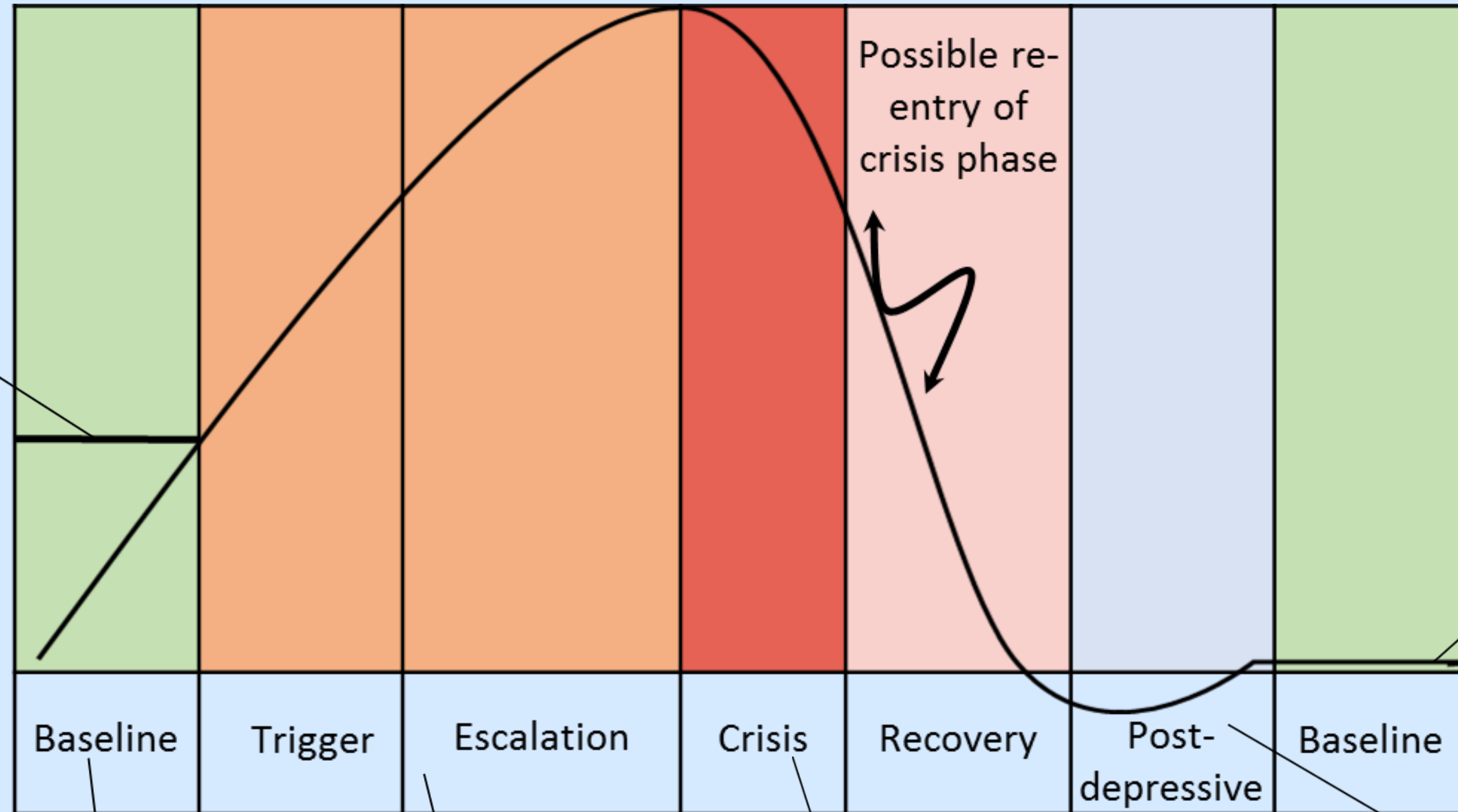
Adolescents are still learning to express and manage their emotions

The Emotional Arousal Cycle



Some children may have a **higher baseline**:

- Younger children
- those with ASD or LD
- those who have experienced stressful life events
- 'Sensitive' children



Then we go back to baseline (even for an adult, this can take 90 minutes!)

How we feel on a good day when we are relaxed and calm

How we feel when stress levels start to increase

When our stress levels peak –getting very distressed or losing our temper

We feel a bit flat and low

What stress does to our ability to think clearly



As stress goes up, our ability to think things through goes down.

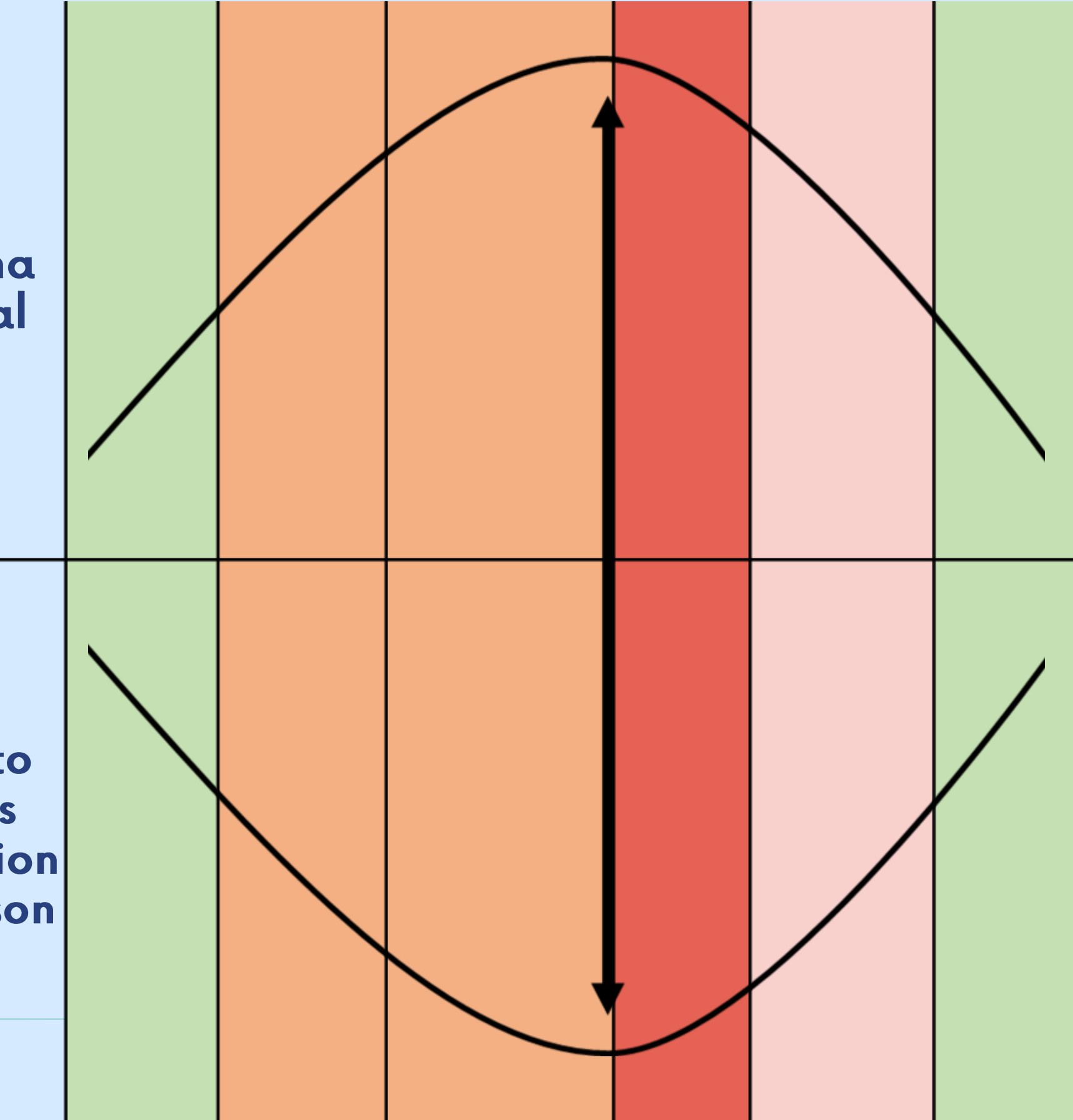
This is why we do things that are out of character.

We struggle to make logical choices when stressed.

Children struggle with this most of all.

Emotional arousal

Ability to process information and reason



The Iceberg Formulation



Behaviour we see that causes us concern e.g. hitting, throwing, refusal, screaming, shouting



Child's hidden needs
The emotions we cannot see, but could be driving the behaviour



ALL BEHAVIOUR IS COMMUNICATION!

How we can support with emotional regulation?



Children need co-regulation



The ability to regulate our emotions is not a skill we are born with

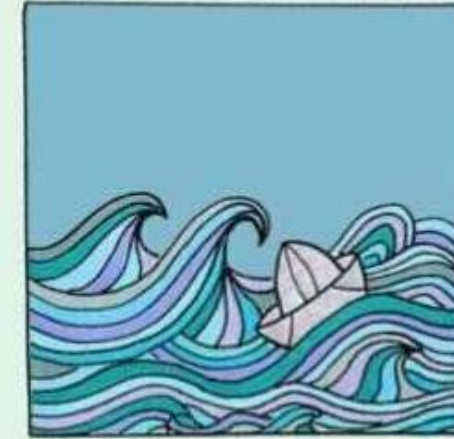


Co-regulation before self-regulation

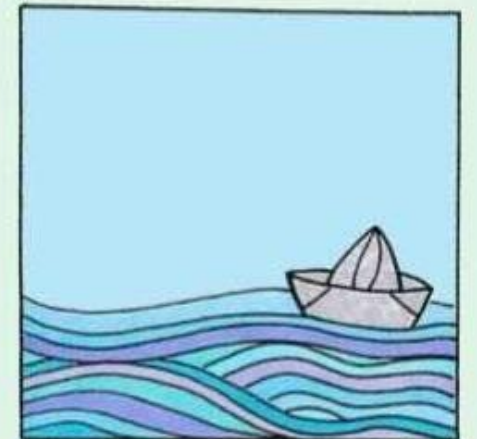


Time in rather than time out

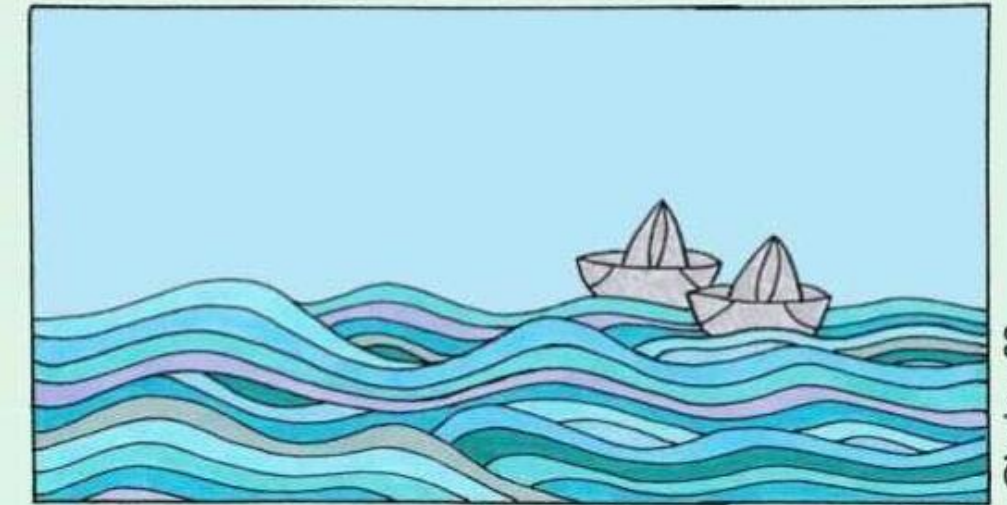
WHEN THEIR STORM



MEETS OUR CALM



CO - REGULATION OCCURS



@kwiens62

The 3 R's

1

Regulate

Firstly we need to help the child to regulate and calm their fight/flight/freeze response

2

Relate

We then need to relate and connect with the child through an attuned, empathetic and sensitive relationship

3

Reason

We can then support the child to reflect and learn from the situation



Regulate

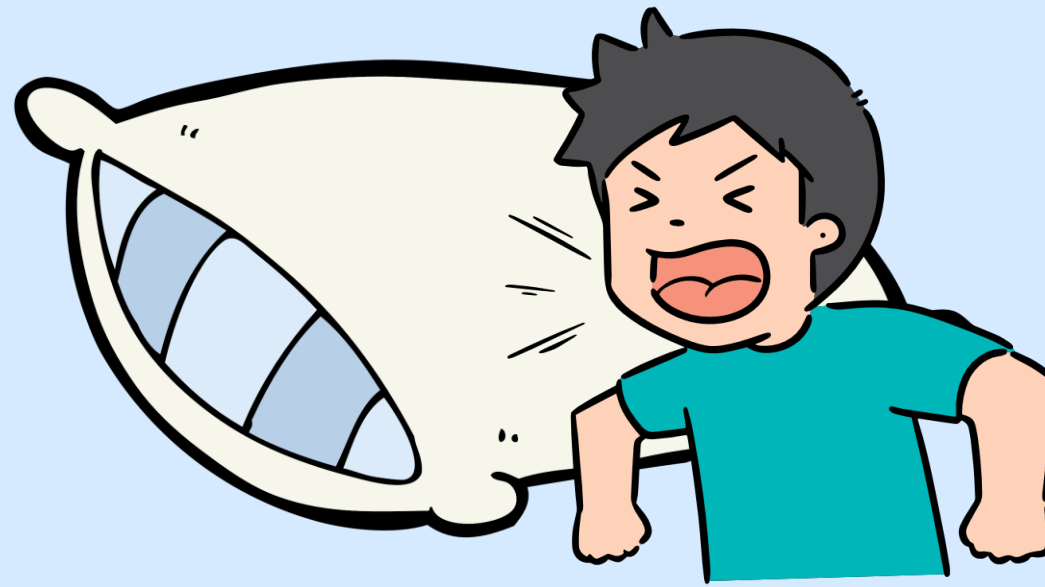
- Check in with yourself first? Are you regulated?
- Focus on soothing
- Support the child to feel calm, safe and loved
- Avoid giving consequences
- Provide a safe space/ remove others if possible
- Provide a source of comfort (toy, blanket)
- Utilise sensory tools
- Practise breathing exercises
- Reduce speech and demands

"It's ok, just breathe slowly. I'll help you. I'm here."



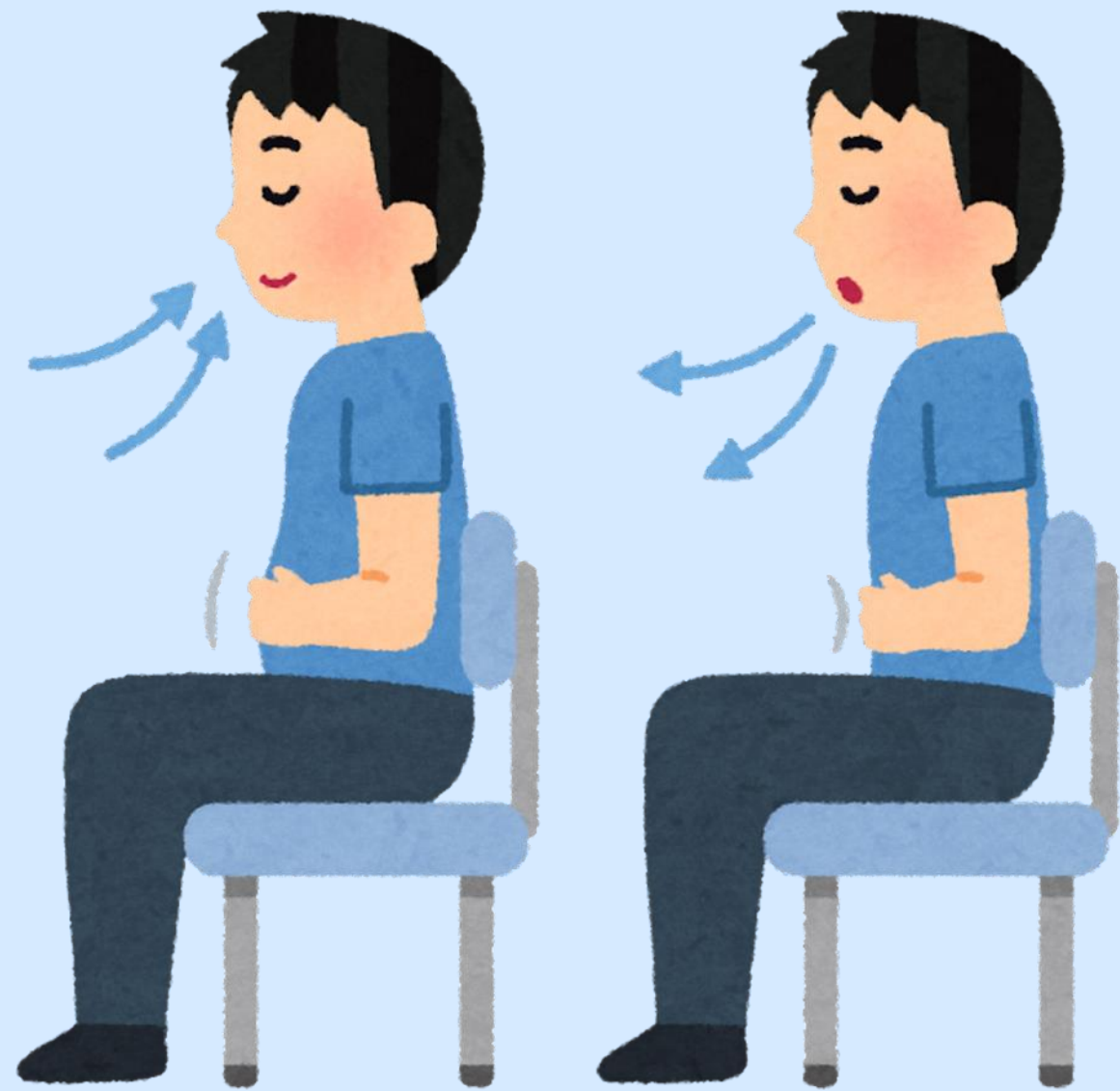
Teach Regulation

Work with your child to find out what regulates their emotions



Teach Relaxation

Relaxation is a state which is the complete opposite of anxiety , anger or stress.



Relate

Label it

- Speak in calm, short sentences
- Use a calm tone of voice
- Connect with your child
- Get down to their level
- Make eye contact if they are comfortable with this
- Empathise and validate so the child feels heard and understood

**"I can see that you're feeling scared...
I wonder if you are feeling angry..
I know you're feeling sad,
you wanted to play longer."**

**"That's really hard for you.
That must have hurt.
It's so hard when we really
want to do something but
can't"**

Empathise



Label it...

I know you are feeling frustrated because you lost the game

I wonder if you're feeling ...



You seem angry to me.

I can see that you're feeling frustrated because you are...



Empathise

I would feel frustrated if that had happened to me.

It's okay to feel like that.

I'm sorry that happened to you. No wonder you felt angry.

That does sound scary. It's okay to feel that way.



Reason

Set clear limits

“Let’s think of what we could do differently, what about if you...?”

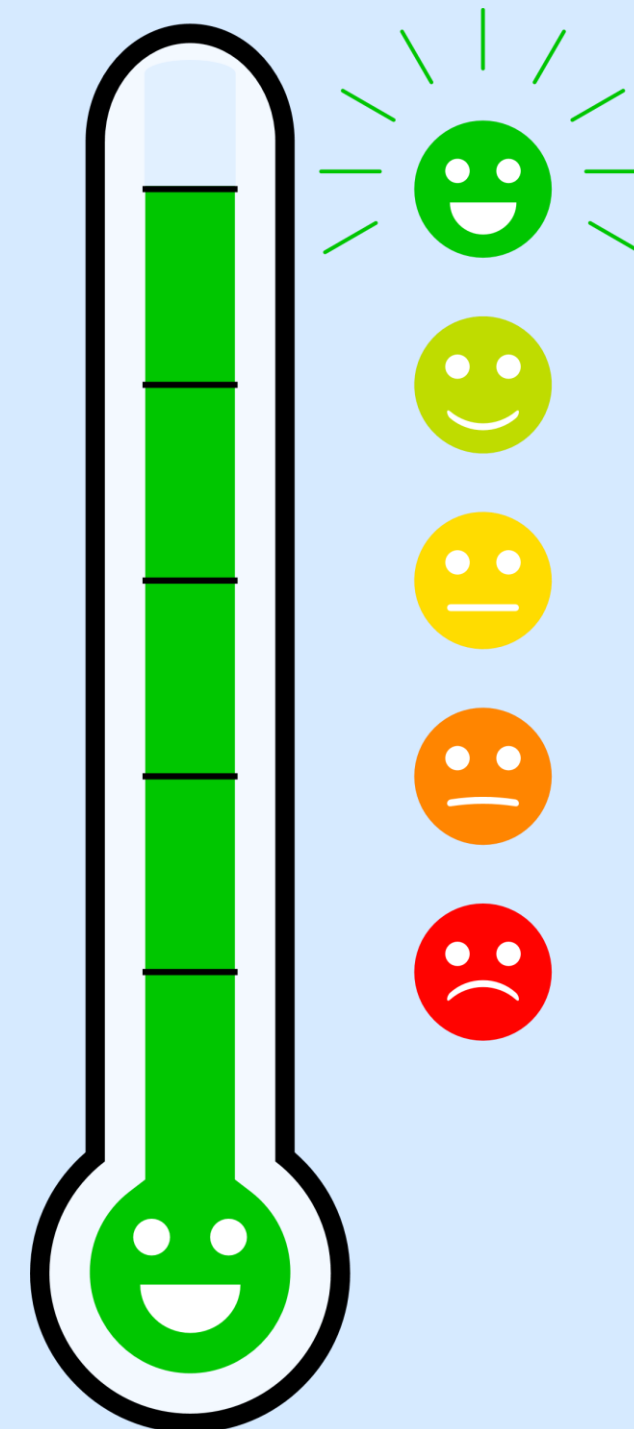
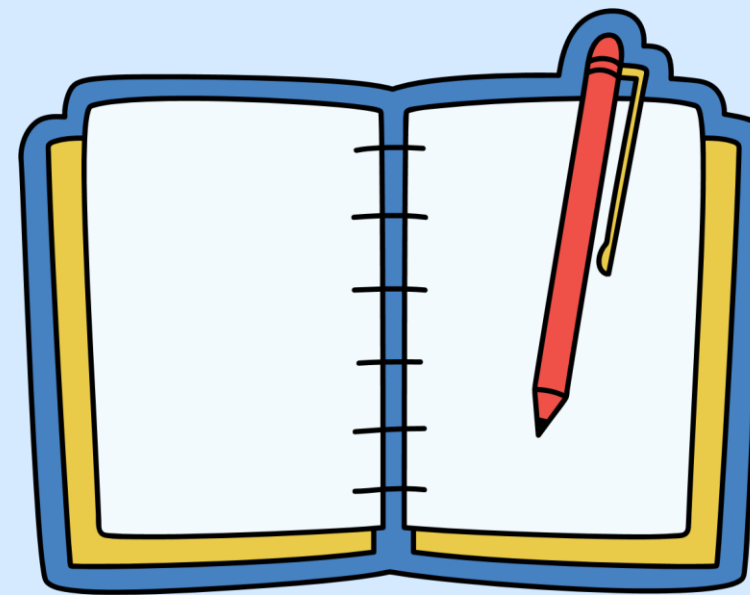
- When child is calm, talk things through
- This might be better the next day
- Discuss what happened and how better to respond next time
- Gently set boundaries whilst accepting feelings
- Reflect and problem solve
- This could take the form of role play, using social stories or comic strip conversations

“I know that you thought I was ignoring you but hitting can hurt me. We need to be gentle with our hands”.

Problem solve




Ways to Communicate



MY ZONES OF REGULATION


BLUE ZONE



Sad
Tired
Bored
Sick
Moving Slowly

REST

GREEN ZONE



Happy
Calm
Feeling OK
Positive
Relaxed

GO


YELLOW ZONE



Worried
Frustrated
Silly
Excited
A little out of control

SLOW DOWN

RED ZONE



Angry
Mad
Terrified
Devastated
Out of Control

STOP

MY REGULATION TOOLBOX

WHEN I'M IN THE BLUE ZONE...

REST



A blue vertical panel with a white square containing the word "REST". Below it is an illustration of a woman in a white hijab hugging a child. At the bottom is a blue toolbox.

WHEN I'M IN THE GREEN ZONE...


GO



A green vertical panel with a white circle containing the word "GO". Below it is an illustration of hands using scissors and glue to make a craft with leaves and paper. At the bottom is a green toolbox.

WHEN I'M IN THE YELLOW ZONE...


SLOW DOWN



A yellow vertical panel with a white diamond containing the words "SLOW DOWN". Below it is an illustration of a child jumping on a trampoline. At the bottom is a yellow toolbox.

WHEN I'M IN THE RED ZONE...

STOP



A red vertical panel with a white hexagon containing the word "STOP". Below it is an illustration of a hand hitting a blue and yellow striped punching bag. At the bottom is a red toolbox.

Making a referral to Changing Lives



Referral
submitted &
discussed

Parent
screening call

Possible 1:1
assessment
with child

6-8 session
intervention

Possible
session/s with
child