



7 to 7teen

**What the Feeling?
Caregiver Workbook**

Workbook Contents:

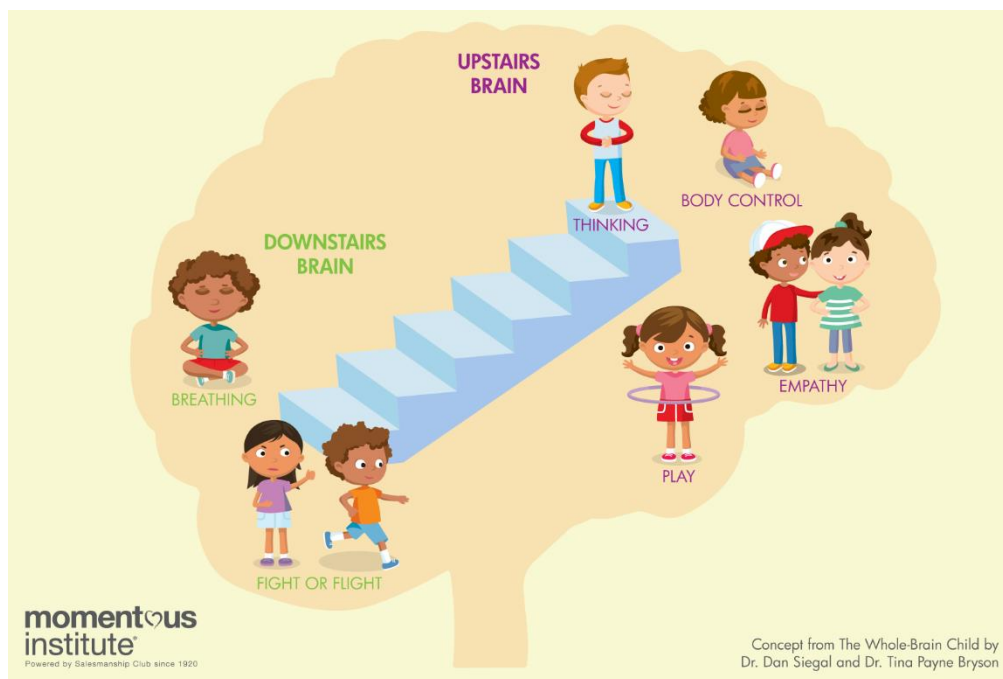
- What is your "Why?"
- The Focus of Emotions
- Identifying and Recognizing Emotions
- Understanding Emotions: Detecting the Clues
- Regulating Emotion Experiences
- Set a clear and doable goal and Evaluation

What is your “Why” for being present today?

For example: “My kid stays in their room and avoids speaking to me when they are sad. The only time I talk to them is to tell them to get out of their room. How do I make them get out of their room?”

Why Are Emotions So Big?

The Developing Brain



How to Nurture the Developing Brain

Prefrontal cortex (Upstairs Brain - 3 to 25)

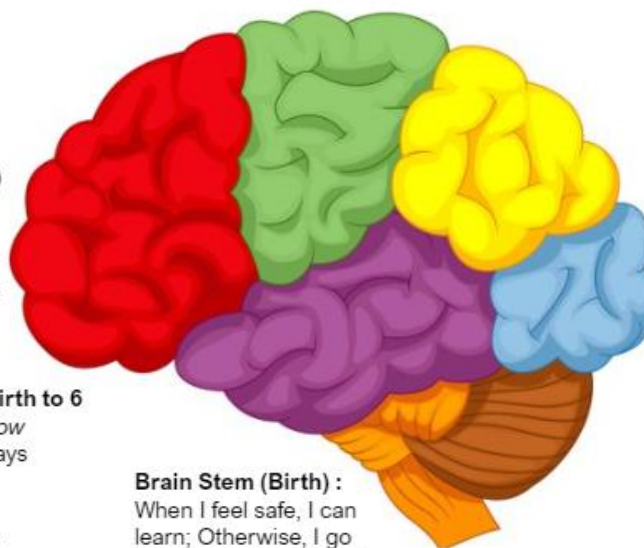
- Let me be frustrated sometimes
- Give me choices
- Help me notice patterns/natural outcomes
- Encourage problem solving and develop a step-by-step plan

Amygdala (Downstairs Brain - Birth to 6 years) *We can change it as we grow*

- Respond to me in consistent ways
- Experience emotions with me
- Talk to me about emotions
- Show me empathy consistently

Brain Stem (Birth) :

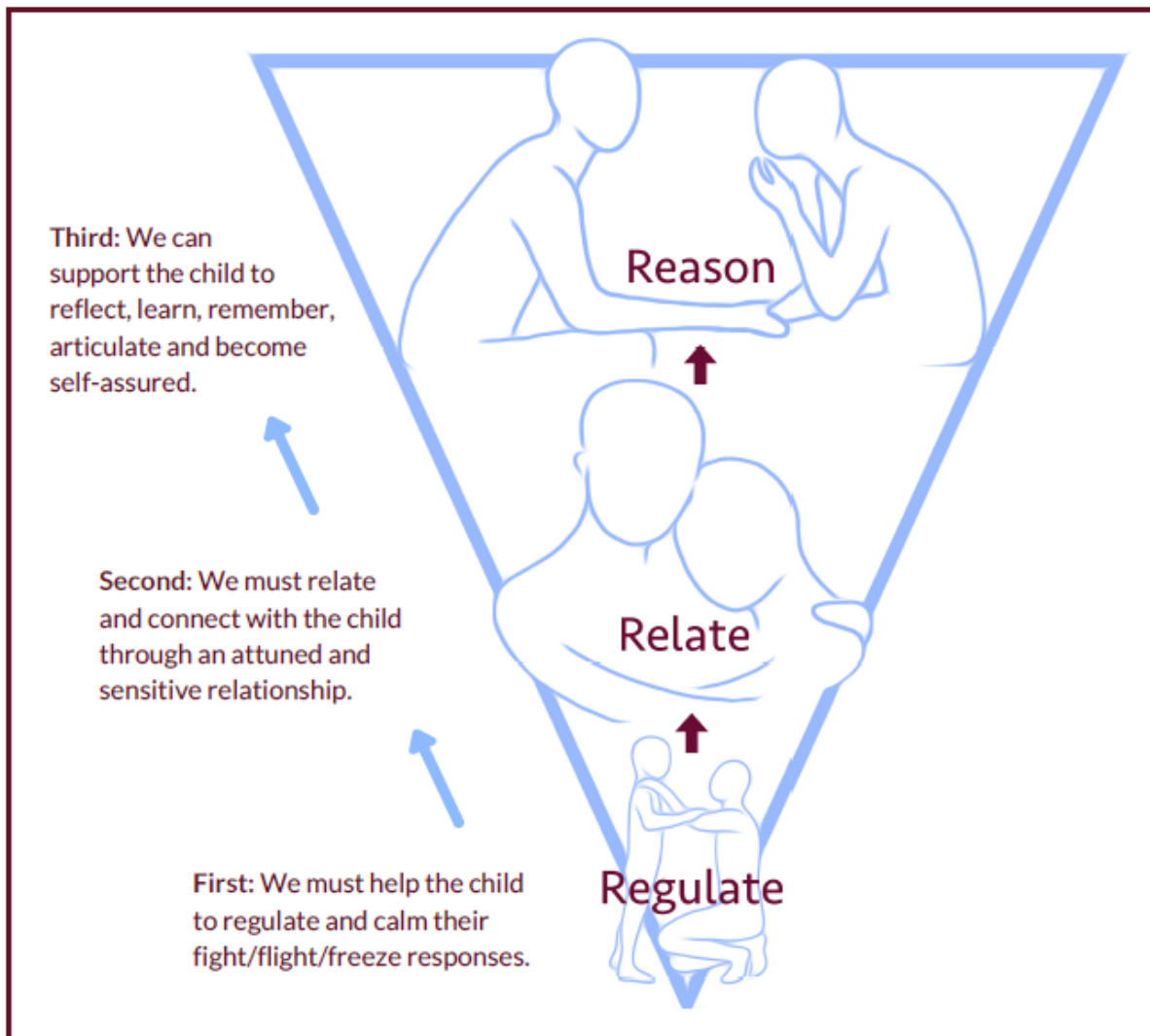
When I feel safe, I can learn; Otherwise, I go into survival mode and can't grow



Adapted from More Good Days – Parenting Blog (2014). Brain development – how to help your child learn and grow. <https://gooddayswithkids.com/2014/09/26/brain-development-poster/>

The Three R's: Reaching The Learning Brain

Dr Bruce Perry, a pioneering neuroscientist in the field of trauma, has shown us that to help a vulnerable child to learn, think and reflect, we need to intervene in a simple sequence.

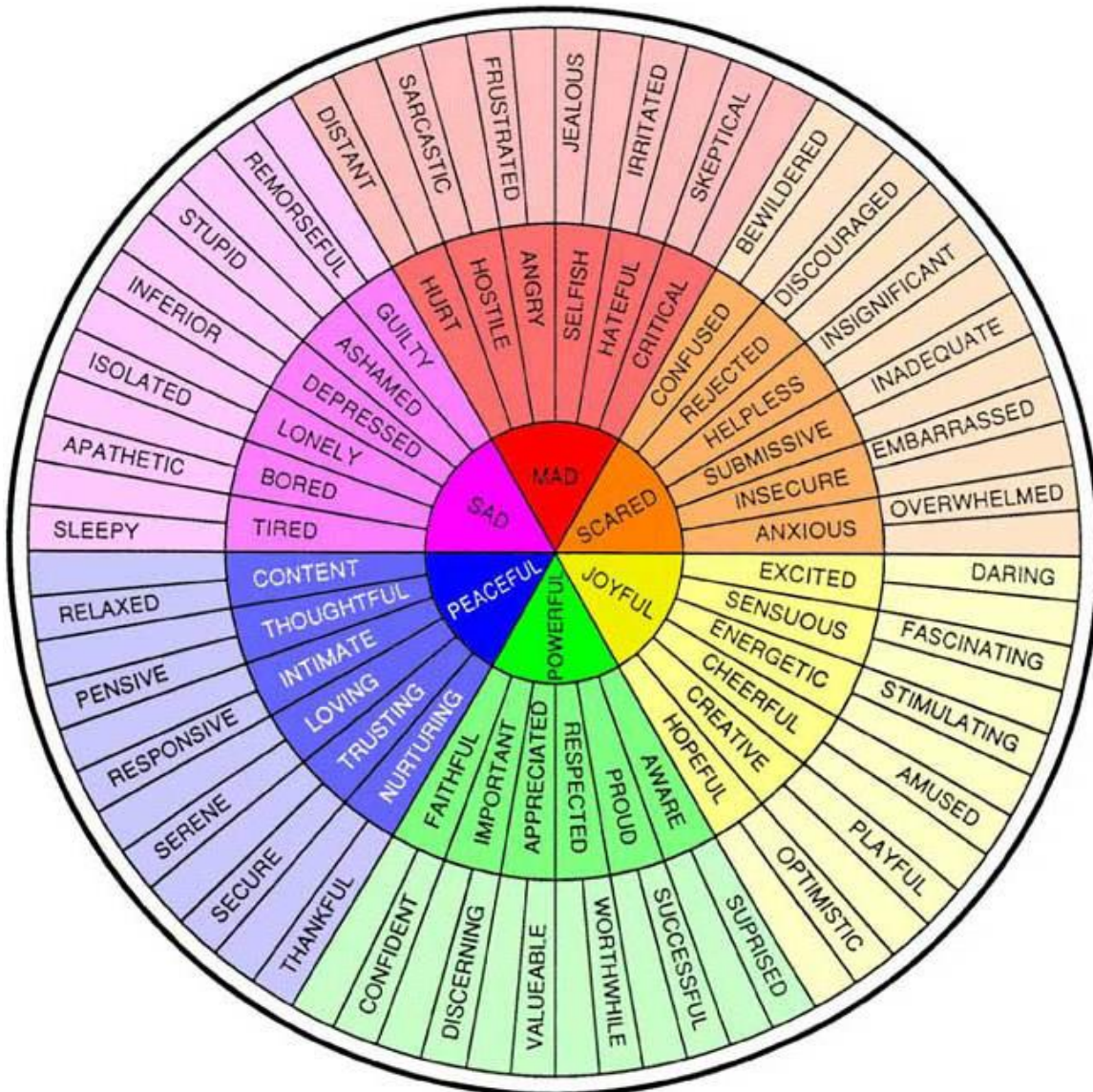


Heading straight for the 'reasoning' part of the brain with an expectation of learning, will not work so well if the child is dysregulated and disconnected from others.

Identifying Emotions

These tools can be used to explore and identify emotions for yourself and your child/teen.

Emotion Wheel



The Body and Mind Coach, (2020). The Feeling Wheel. <https://www.thebodyandmindcoach.com/the-feeling-wheel/>

The Emotion Faces



Happy



Sad



Silly



Proud



Annoyed



Surprised



Excited



Angry



Worried



Scared



Love



Sick



Calm



Bored



Sleepy



Hungry



Embarrassed



Ashamed



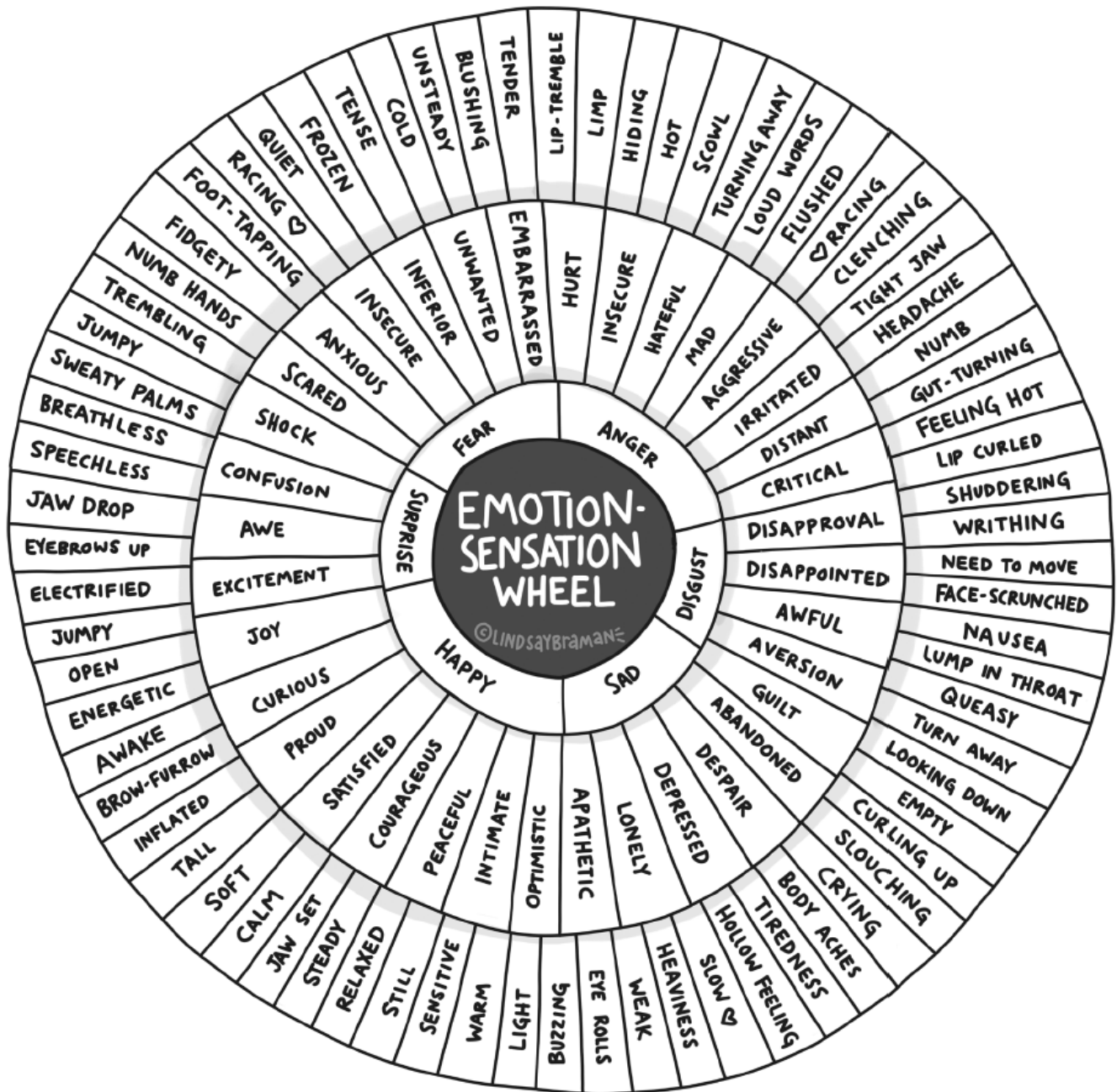
Jealous



Worn-out

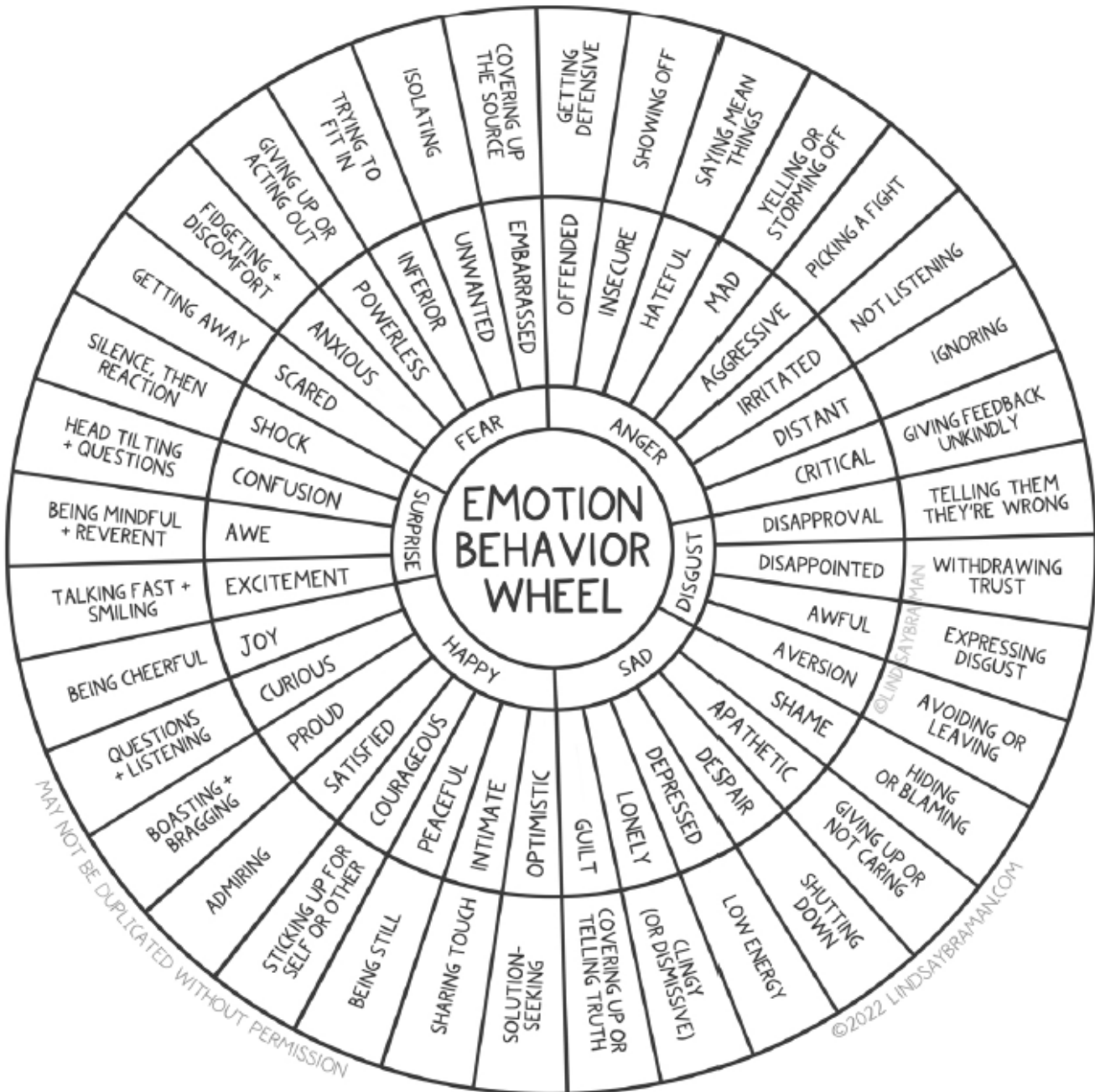
Therapist Aid, (2016). Printable Emotion Faces. <https://www.therapistaid.com/worksheets/printable-emotion-faces>

Emotion-Sensation Wheel



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Emotion Behaviour Wheel



Worksheet: Detecting the Clues: Understanding the Three Parts of an Emotion

- Practicing Identifying emotion for yourself makes it easier for you to practice with your child
- Can you think of a recent experience of emotion for yourself or an example with yourself and your child?
- Remember, naming and identifying the emotion is the initial step that helps with emotion regulation (managing and understanding our expression of emotions)

| Situation <i>(What happened?)</i> | Thoughts <i>(What I think?)</i> | Body Cues/ Feelings | Behaviours <i>(What I did?)</i> | Emotion Identified |
|---|---|---|---|--|
| | | | | |
| | | | | |
| | | | | |
| | | | | |

STOPP

➤ Stop and Step Back

- Don't act immediately. Pause.



➤ Take a Breath

- Notice your breath as you breathe in and out.

➤ Observe

- What am I thinking and feeling? What are the words that my mind is saying? Is this fact or opinion? Descriptions or evaluations? Accurate or inaccurate? Helpful or unhelpful? What unhelpful thinking habit am I using (e.g. mind-reading, negative filter, thinking the worst)? Where is my focus of attention? What metaphor could I use (mountain, tunnel, playground bully, thought train, beach ball, passengers on the bus)?



➤ Pull Back: Put in some Perspective



- See the situation as an outside observer. What would a fly on the wall see? Is there another way of looking at it? What would someone else see and make of it? What advice would I give to someone else? What's 'the helicopter view'? What meaning am I giving this event for me to react in this way? How important is it right now, and will it be in 6 months? Is my reaction in proportion to the actual event?

➤ Practise what works

- Do what works, what is most helpful.
Play to your Principles and Values.
Will it be effective and appropriate? Is it in proportion to the event? Is it keeping with my values and principles?
What will be the consequences of my action?
What is best for me and most helpful for this situation?



Supports Rating Scale/Where Are You Now?

| You | Strategy | Your Child |
|------------------------------|---------------------------|-------------------|
| | Social Supports | |
| My priority in this area is: | | |
| | Enjoyable Movement | |
| My priority in this area is: | | |
| | Nutrition | |
| My priority in this area is: | | |
| | Relaxation | |
| My priority in this area is: | | |
| | Sleep | |
| My priority in this area is: | | |
| | Creativity | |
| My priority in this area is: | | |

Emotion Support Strategies

As a whole all these areas help to support a person's ability to tolerate uncomfortable emotions that show up in daily life

- **Social Support:** Gives a sense of belonging and connection. This can be informal (i.e. family, friends, pets, teammates, coaches, coworkers, places of faith, neighbours etc.) or formal (i.e. healthcare providers, family/individual counselling, school counsellors, teachers etc.)
- **Enjoyable Movement:** Supports brain chemistry and emotional release (releases feel-good hormones)
- **Nutrition:** Assists with coping and regulation. Keep the focus on structured mealtimes (based on your family's schedule) and doing the best with what you have in terms of what type of food you provide to your child/teen
- **Relaxation:** Restores and maintains balance
- **Sleep:** Restorative. Essential for brain and body growth
- **Creativity:** Outlet for emotional expression
- **Medication:** Prescribed by licensed health care provider when necessary

How to Listen Well

MIRROR

you are saying...

Did I get it?

is there more???

VALIDATE

You make sense to me because...

EMPATHIZE

I imagine you might feel...

jessica Perkins
intentional • playFULL • living

EFFT - Emotion Coaching Framework Cheat Sheet

Step 1 - Validate

A. Convey understanding of their experience (from their point of view):

I could understand you...

I could imagine you... No

wonder you...

It would make sense that you...

When I put myself in your shoes I could imagine you...

...might feel/think/want to/not want to _____

B. Demonstrate that you “get it” with sincerity and in a way that reflects their positive intentions, vulnerable feelings, or attempts for relief from pain:

because 1: _____ because 2: _____ because 3: _____

Example:

I could understand you might feel/think/want to/not want to ___because #1 No

wonder you might feel/think/want to/not want to _____because #2

It would make sense that you might feel/think/want to/not want to ___because #3 Step

2 – Support

A: Emotional support ideas

- Comfort (a hand, a hug or loving words)
- Reassurance (“It’s going to be ok”)
- Communication of understanding (“I understand you”; “I hear you”)
- Communication of positive regard (“I know you are doing the best you can right now”)
- Communication of belief in the other (“I believe in you; “I believe you can do this”)
- Communication of togetherness (“We’re in this together”; “I want the best for you too”)
- Space* (Why don’t I give you a few minutes and we’ll try again)

*space can be physical or psychological *and* time-limited in that the plan for reconnection must be clearly communicated

B: Practical support ideas

- Proceed with plan
- Suggest a distraction activity (walk, movie, music, etc)
- Redirect to another thought or activity
- Teach skills
- Exposure to the anxiety-provoking stimulus (in a gradual way)
- Offer solutions to solve the practical problem or take over to solve the problem
- Set a limit
- N/A (sometimes, once the other is validated and supported emotionally, no more is required)



1. I want to _____

It makes sense to me that you would want to _____ because:

- 1.
- 2.
- 3.

Emotional support sentence:

Practical support suggestion:

2. I don't want to _____

I can imagine why you wouldn't want to _____ because:

- 1.
- 2.
- 3.

Emotional support sentence:

Practical support suggestion:

3. I feel so _____

No wonder you feel so _____ because:

- 1.
- 2.
- 3.

Emotional support sentence:

Practical support suggestion:

4. Why are you trying to talk to me like that? (said after you've gone through the steps of EC)

I can understand why you'd react in this way to what I'm saying because:

- 1.
- 2.
- 3.

Emotional support sentence:

Practical support suggestion:



Goal Setting Sheet

SMART Goal: *(Think Specific, Measurable, Achievable, Relevant and Time-Bound)*

Things I'll Need: *(i.e. The Developing Brain, The Three R's, Dan Siegel Hand Model, Emotion Wheel/Faces, Detecting the Clues Table, STOPP Tool, Emotion Regulation Supports, Creating Space to Talk About Emotions or Empathy and How to Listen Well, other tools that may support me)*
