Promoting Emotional Intelligence
How to become your child’s emotional coach

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www.MCAFT.com
Overview

1. What is emotional intelligence?

2. How does emotional intelligence benefit our kids?

3. How can we help our kids develop emotional intelligence?
1. What is emotional intelligence?

2. How does emotional intelligence benefit our kids?

3. How can we help our kids develop emotional intelligence?
1. What is emotional intelligence?

Emotional intelligence is the ability to identify, understand and regulate emotion.

- Social Emotional Learning Specialists
1. What is emotional intelligence?

- Emotional identification
- Emotional understanding
- Emotional regulation
1. What is emotional intelligence?

- Emotional identification
- Emotional understanding
- Emotional regulation
Feelings are meant to be FELT.
1. What is emotional intelligence?

“What is not felt remains unchanged or gains an inward pressure.”

- Peter Levine
  Trauma Therapist
1. What is emotional intelligence?

“Abandoned feelings call out for attention.”

- Peter Levine
1. What is emotional intelligence?

- Emotional identification
- Emotional understanding
- Emotional regulation
1. What is emotional intelligence?

Emotional Regulation = Containment + Release
1. What is emotional intelligence?

Emotional brain is intact at birth

Thinking / regulatory brain is not developed at birth
1. What is emotional intelligence?

**Modeling** emotional regulation is a much more effective way to **teach** it than **talking** about it.
1. What is emotional intelligence?

Regulation happens in relationship.

– Dan Siegel, Interpersonal Neurobiologist
When big emotions are expressed in the presence of a regulated parent, it helps the child’s brain grow connective/integrative fibers.
Emotional regulation
When your children are emotionally overwhelmed, you can practice self-regulation.
1. What is emotional intelligence?

Your **calm presence**

in the midst of their **distress**

helps the child’s brain develop the **neural networks**

that promote **self-regulation**.
Overview

1. What is emotional intelligence?

2. How does emotional intelligence benefit our kids?

3. How can we nurture emotional intelligence in our children?
2. How does emotional intelligence benefit our kids?

Emotional intelligence improves:

- Academic performance
- Physical health
- Ability to build lasting, meaningful relationships
- Job performance
- Career advancement
- Lifelong success

- Elias & Zins; Goleman
Emotional intelligence reduces:

- Risk of maladjustment
- Failed relationships
- Interpersonal violence
- Substance abuse
- Chronic unhappiness

- Elias et al., 1997 & Zins et al., 2004
Overview

1. What is emotional intelligence?

2. How does emotional intelligence benefit our kids?

3. How can we help our kids develop emotional intelligence?
Become an emotional coach for our kids.
What qualities make a great coach?
Emotional coach

What qualities make a great coach?

- Encourages the child
- Inspires the child
- Believes in the child’s abilities
- Provides appropriate growth opportunities
- Establishes clear boundaries / limits
- Invests in child’s health and wellbeing
- Serves as a role model
Imagine Yourself as an **Emotional Coach**: 
Imagine yourself as an **Emotional Coach**:

- Encouraging your child to feel their unpleasant feelings.
- Inspiring your child to process their feelings more deeply.
- Believing in your child’s ability to process big feelings.
- Providing your child with growth opportunities.
- Establishing clear limits as your child feels big feelings.
- Investing in your child’s health by helping them release.
- Serving as a role model by regulating your own feelings.
“Be the change you wish to see in your child.”
3. How can we promote EI in our kids?

i) Promote emotional identification
ii) Promote emotional understanding
iii) Promote emotional regulation
3. How can we promote EI in our kids?

i) Promote emotional identification

ii) Promote emotional understanding

iii) Promote emotional regulation
i) Identify Feelings

Practice **non-judgmental** identification of feelings.

- Comfortable / uncomfortable feelings
- Pleasant / unpleasant feelings
- Highs / lows
i) Identify Feelings

Practice Mindfulness of Emotions:

“Paying attention, on purpose, in the present moment, with non-judgmental awareness.”

- Jon Kabat-Zinn
i) Identify Feelings

Practice Mindfulness of Emotions:

Practice turning towards and being with feelings.

Practice a non-judgmental, non-abandoning presence.
Set an intention to refrain from:

**Dismissing** feelings

**Avoiding / Denying** feelings

**Accommodating** off-track behavior to avoid feelings

**Shaming** feelings

**Punishing** feelings
RefRAIN FROM DISMISSING / ACCOMMODATING FEELINGS:

- Oh, come on. It’s not that big of a deal. (Invalidation)
- It’s okay. You’re fine. (Dismissal / denial)
- Sh! Sh! Sh! Calm down. Don’t cry. (Dismissal / Avoiding)
- Want to watch a movie? (Distraction / Avoiding)
- Here - have a cookie. (Distraction / Addiction / Avoiding)
- Oh, that didn’t hurt. You don’t need to cry. (Denial)
- Ok fine – you can do __________. (Accommodation)
- I’m SO done with you! Do whatever you want. (Shame & Accommodation)
Refrain from **Shame-based** treatment of feelings:

- Why are you whining? What’s wrong with you?! (Shaming)
- Don’t be so upset. You’re acting like a baby. (Shaming)
- You’re too _________ (sensitive, emotional). (Shaming)
- You’re a big boy / girl. Stop crying. (Shaming)
- Why are you so upset? You should be grateful. (Shaming)
- I’ll give you something to cry about! (Threaten / Punish)
- You’re driving me crazy! Go to your room! (Shame/Punish)
- Stop crying right now or I’ll _________! (Punish)
i) Identify Feelings

Dismissing / Accommodating / Shaming feelings:

- Causes kids to stuff their feelings
- **Adds** tension to the big knot of tension inside
- Increases off-track behavior
- Causes kids to believe they’re bad, \( \uparrow \) anxiety
- Disconnects them from their emotions, \( \downarrow \) EI
- Disconnects them from us, \( \downarrow \) parent-child connection
- Causes them to hide feelings from self / us / others
- Decreases social support and social connection
- Increases likelihood of social isolation
i) Identify Feelings

"The way we talk to our children becomes their inner voice."

— Peggy O'Mara
i) Identify Feelings

Practice Self-Compassion
3 Doorways of Self-Compassion:

i) Identify Feelings

- Acknowledge common humanity
- Acknowledge “what is” non-judgmentally
- Offer self-kindness
3. How can we promote EI in our kids?

i) Identify feelings non-judgmentally
   • Introduce rich vocabulary of feelings
   • Identify feelings in yourself & others
   • Identify feelings in characters in books / movies
   • Identify feelings in your children (sparingly)
3. How can we promote EI in our kids?

i) Identify feelings non-judgmentally
   • Introduce rich vocabulary of feelings
   • Identify feelings in yourself & others
   • Identify feelings in characters in books / movies
   • Identify feelings in your children (sparingly)
3. How can we promote EI in our kids?

i) Identify feelings non-judgmentally
   • Introduce rich vocabulary of feelings
     • Babies are born with emotional awareness
     • Never too late to start talking about feelings
     • Brain is plastic and EI can develop into the 90’s!
3. How can we promote EI in our kids?

i) Identify feelings non-judgmentally
   • Introduce rich vocabulary of feelings
   • Identify feelings in yourself
   • Identify feelings in characters in books / movies
   • Identify feelings in your children (sparingly)
i) Identify Feelings

- Introduce rich vocabulary of feelings
- Identify feelings in yourself
  - Calmly & confidently, without relying on kids for support
  - Let them know we have tools to cope
  - Helps kids realize it’s ok to have uncomfortable feelings
  - *Unidentified* big feelings are anxiety provoking
  - Naming our uncomfortable feelings relieves anxiety
  - “Anything mentionable is manageable” – Fred Rogers
  - Need to Name it to Tame it - Mindfulness
NAME it to TAME it.

FEEL it to HEAL it.

- Mindfulness
i) Identify Feelings

What we resist Persists.

- Mindfulness
i) Identify Feelings

• Introduce rich vocabulary of feelings
• Identify feelings in yourself & others
  • Improves peer relationships
  • Develops empathy
  • Reduces anxiety
3. How can we promote EI in our kids?

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   • Introduce rich vocabulary of feelings
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i) Identify Feelings

- Introduce rich vocabulary of feelings
- Identify feelings in yourself
- Identify feelings in others
- Identify feelings in characters in books
- Identify feelings in your children (sparingly)
  - Name feelings with empathy and emotional connection
  - Has potential to open kids up – or shut them down
  - See what works for you and your child
  - Some kids prefer to be asked - not told: “Are you feeling a little _______?”
3. How can we promote EI in our kids?

i) Promote emotional identification
ii) Promote emotional understanding
iii) Promote emotional regulation
ii) Understand Feelings

“Emotional Wholeness”
- Carl Jung
ii) Understand Feelings

Helps to understand how emotions & behavior interact:

- Emotional “stuffing” creates an emotional **tension**.
- Clouds ability to focus, think & take in information.
- Leads to agitation, off-track behavior & acting out.
ii) Understand Feelings

Emotional Bladder
ii) Understand Feelings

Emotional Bladder

When you support your children in feeling their big, unpleasant feelings, it can
“...clear them out for some new delight”. - Rumi
Emotional Bladder

When you support your children in feeling their big feelings, it builds their emotional resilience.

It gives them an **emotional workout**.

It increases their capacity to “be with” challenging emotional experiences.
ii) Understand Feelings

Emotional Bladder

Kids usually don’t know that they have a full emotional bladder, or a big knot of emotional tension building up inside.
Us adults aren’t always able to articulate that we have a full emotional bladder either.
ii) Understand Feelings

Emotional Bladder

It takes SO MUCH energy to hold emotion in - not able to **fully** let it go.

Like emotional constipation.
Emotional constipation negatively impacts their:
- Ability to focus & sit still
- Ability to listen, take in information & cooperate
- Academic performance
- Relationships
- Physical Health
EMOTIONAL RELEASE SUSTAINS HEALTH

Review of The Science:

- Robert Zapolsky – Animals in the wild shake off stress by trembling & shaking, preventing stress-related illnesses.
- Margaret Crepeau – People with stress-related illnesses cry less than healthy counterparts & view crying as weak.
- Michigan Study - Women who repressed anger were twice as likely to die from heart-attack, stroke or cancer.
- John Sarno – Acknowledging & processing repressed feelings cures chronic pain (back pain, migraines & more).
Crying helps:

• Regulate breathing & heart rate
• Facilitate a calmer biological state
• Establish a balanced emotional state
• Shed neurotoxins
• Release stress hormones
• Stimulate production of endorphins

- William Frey, Judith Orloff
Holding back tears can leave the body prone to:

• Weakened immunity
• Impaired memory
• Poor digestion

- William Frey, Stanford
When we understand this, we become motivated to become an Emotional Coach...

to coach our kids to release their big feelings when it’s safe to do so.

(At home.)
ii) Understand Feelings

Children’s bodies try to release unpleasant feelings naturally.

But they need **support** to fully process their unpleasant feelings.

Most of society will *discourage* emotional release.

Informed parents have the opportunity to **support** it.
“Healing is not just about expressing emotion. Healing is about being compassionately witnessed while expressing emotion.”

- Richard Schwartz
ii) Understand Feelings

“It is important to support children with the **release** of big feelings, to help them **discharge**, rather than **contain**, their **activated energy**.”

– Peter Levine, Trauma Therapist
ii) Understand Feelings

Parental Self-Understanding
ii) Understand Feelings

“The most powerful predictor of kids that thrive is parental self-understanding.”

– Dan Siegel
ii) Understand Feelings

“We make sense of our past, to help us make choices in the present, that will create a better future for ourselves & our children.”

– Dan Siegel
Parental Self Understanding

Emotionally Dismissive

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Parental Self Understanding

Emotionally Dismissive

Emotionally Overwhelmed
Parental Self Understanding

Emotionally Available

Emotionally Dismissive

Emotionally Overwhelmed
“Don’t shrink. Don’t puff up.
Just stand your sacred ground.”

- Brene Brown
Parental Self Understanding

Emotionally Available

Emotionally Dismissive

Emotionally Overwhelmed

Requires emotional regulation
3. How can we promote EI in our kids?

i) Promote emotional identification
ii) Promote emotional understanding
iii) Promote emotional regulation
3. How can we promote EI in our kids?

iii) Promote emotional regulation
- REVIEW: What is emotional regulation?
- Parental modeling of emotional regulation
- Interventions when child is overwhelmed
- Interventions when child is getting overwhelmed
- Interventions when child is relaxed and calm
What is emotional regulation?

- Regulation = containment + release of emotion
- Goal is not to stop the expression of big, unpleasant feelings
- Goal is to help child release feelings – in our regulated presence - so they can **easily** contain feelings again
- Regulation happens in relationship
If you are emotionally regulated, you can
“achieve a wide range and high intensity of emotional experience while maintaining flexible, adaptive & organized behavior.”

-- Dan Siegel
Interpersonal Neurobiologist
Emotional Regulation =

• Wide Range of Emotion
• High Intensity of Emotion
• Flexible, Adaptive Behavior
Wide Range & High Intensity
iii) Promote emotional regulation

- What is emotional regulation?
- Parental modeling of emotional regulation
- Interventions when child is overwhelmed
- Interventions when child is getting overwhelmed
- Interventions when child is relaxed and calm
"Don't worry that children never listen to you;

Worry that they are always watching you.”

- Robert Fulghum
"Don't worry that children never listen to you;

Be mindful that they’re always watching you."
We model emotional regulation (or emotional dys-regulation / denial) everyday as parents.
Parental Modeling of Emotional Regulation

Emotional Overwhelm / Lid-Flipping

You’re _______!

You never __________!

Why do you always __________?

Go to your room!
Parental Modeling of Emotional Regulation

Lid-Flipping in a Teen:

You’re so annoying!

You never do anything for me!

Why do you always have to bug me?

Just leave me alone!
Parental Modeling of Emotional Regulation

When we yell at our children when we’re mad,

it teaches children to act out from their feelings

rather than acknowledge, own, manage and express their feelings in more adaptive ways.
When we yell at our children when we’re mad, it triggers the release of cortisol and adrenaline, which **blocks learning**.

It blocks their ability to learn and take in the information we’re trying to teach them.
When we yell at our children when we’re mad, it’s a sign that we have a full emotional bladder.

It’s a signal that we need help releasing feelings - with someone who is regulated, emotionally safe and can “hold” us.
Parental Modeling of Emotional Regulation

Emotional Denial / Accommodation:

“That’s it. I’m done. Do whatever you want.”
Parental Modeling of Emotional Regulation

When we **give in** / **ignore** kids when we’re mad,

it teaches children to avoid feelings,

rather than modeling how to **acknowledge**, **own**, **manage** and **express** feelings in adaptive ways.
Parental Modeling of Emotional Regulation

“I notice I’m feeling ___________. (I love you.)

I’m going to ______________ to cope.”

• Take a self time-out
• Take 3 deep breaths
• Talk to a friend
• Lay flat on the floor / Stomp my feet / Roar like a bear
iii) Promote emotional regulation

- Parental modeling of emotional regulation
  - Contain emotion when setting limits with kids
iii) Promote emotional regulation

- Parental modeling of emotional regulation
  - Contain emotion when setting limits with kids
iii) Promote emotional regulation

- Parental modeling of emotional regulation
  - Contain emotion when setting limits with kids
  - Establish safe places to release your big feelings
In order to become an emotional coach, we need to role model emotional intelligence.

We need to identify, understand, and regulate our own feelings.

Since regulation happens in relationship, we’ll need our own support.
“Emotional stability means finding people who regulate you well... and staying near them.”

-- Dan Siegel
It’s like in superman -

Louis Lane says to superman:
“You’ve got me, but whose got you?!”
Unless we're superheroes, we’ll need calm, steady people around us who can hold us, who can support us, who can help us ride our own emotional waves with greater confidence and ease.
Get Support

Find a therapist

MCAFT.com

Establish a Listening Partnership

• Meet regularly with another parent
• Exchange listening time
• Listen as you regard the speaker with awe
iii) Promote emotional regulation

- Parental modeling of emotional regulation
  - Contain emotion when setting limits with kids
  - Establish safe places to release your big feelings
  - Practice Mindfulness of Emotions:
iii) Promote emotional regulation

- Parental modeling of emotional regulation
  - Contain emotion when setting limits with kids
  - Establish safe places to release your big feelings
  - Practice Mindfulness of Emotions:
    - STOP
iii) Promote emotional regulation

S Stop
T Take a breath
O Observe
P Proceed
iii) Promote emotional regulation

- Parental modeling of emotional regulation
  - Contain emotion when setting limits with kids
  - Establish safe places to release your big feelings
  - Practice Mindfulness of Emotions:
    - STOP… *Stop. Take a Breath. Observe. Proceed.*
    - Practice RAIN
iii) Promote emotional regulation

R Recognize
A Allow
I Inquire: “Where do you feel it in your body?”
N Nurture with self-compassion
iii) Promote emotional regulation

- Parental modeling of emotional regulation
  - Contain emotion when setting limits with kids
  - Establish safe places to release your big feelings
  - Practice Mindfulness of Emotions:
    - Practice RAIN
    - Self-compassion
Practice Self-Compassion

- Non-judgmentally name the emotion
- Offer kindness to yourself (like a friend)
- Acknowledge common humanity
Why practice self compassion?

Research shows that self-criticism inhibits change.

Self-compassion facilitates change.
iii) Promote emotional regulation

- Parental modeling of emotional regulation:
  - Contain emotion when setting limits with kids
  - Establish safe places to release your big feelings
  - Practice Mindfulness of Emotions:
    - STOP... *Stop. Take a Breath. Observe. Proceed.*
    - Practice *RAIN*
    - Self-compassion
iii) Promote emotional regulation

- What is emotional regulation?
- Parental modeling of emotional regulation
- Interventions when child is overwhelmed
- Interventions when child is getting overwhelmed
- Interventions when child is relaxed and calm
Promote Emotional Regulation
Interventions when child is in the “orange zone”:

• Come alongside them as their ally
• **Validate** their feelings
• Assess their response to the emotional validation
• If they flip their lids / go off-track when you validate, contain the behavior by setting a warm limit ➡️ **RED ZONE**
Promoting emotional regulation when your child is getting overwhelmed

What does emotional validation sound like?
Promoting emotional regulation when your child is getting overwhelmed

“That makes sense.”
Promoting emotional regulation when your child is getting overwhelmed

“I hear you.”
“I get that.”
Promoting emotional regulation when your child is getting overwhelmed

“I understand.”
So you wanted...
So you really don’t like it when...
So you’re upset that...
So you feel...
Promoting emotional regulation when your child is getting overwhelmed

Let’s Practice!
Promoting emotional regulation when your child is getting overwhelmed

Emotional validation:

• That makes sense.
• I hear you.
• I get that.
• I understand.
Promoting emotional regulation when your child is getting overwhelmed

Emotional validation:
• That makes sense.
• I hear you.
• I get that.
• I understand.
• So you… (wanted, didn’t like, felt)
3. How can we promote EI in our kids?

If your child is getting off-track, empathize & validate:

• That makes sense.
• I hear you.
• I get that.
• I understand.
• So you... (wanted, didn’t like, felt)
If they start getting agitated, set a loving limit & listen. Say no to the behavior. Say yes to the feelings:

**Nope. (Limit)**

**I’m here. You’re safe. (Listen)**

**The answer is still no. (Limit)**

**That’s it. Keep going. (Listen)**
Promoting emotional regulation when your child is overwhelmed

What to do when your child is in the “red zone”: 
Parental Self Understanding

Emotionally Available
Dismissive

Emotionally Overwhelmed
Promoting emotional regulation when your child is overwhelmed

What to do when your child is in the “red zone”:
  • Assess your own state of mind and heart
What to do when your child is in the “red zone”: 
• Assess your own state of mind and heart 
• Set a Warm Limit
Your child’s feelings have been building up for a long time.
You are the warm sand your child’s big feelings crash up against.

As wavelength decreases, wave height increases. Frictional drag along the bottom changes the shape of waves once they reach shallow water.
You are the warm sand your child’s big feelings crash up against.

As wavelength decreases, wave height increases. Frictional drag along the bottom changes the shape of waves once they reach shallow water.
Kids release tension like waves
What to do when your child is in the “red zone”: 

• Assess your own state
• Set a Warm Limit
  • Connect before you direct
    • Bring the limit to the child
    • Warm tone and facial expressions
    • Divorce the disapproval from the limit (Containment)
• Use only 3 to 4 words
  • Save explanations for later (GREEN ZONE ONLY)
  • Avoid the “content trap”
Promoting emotional regulation when your child is overwhelmed

When setting limits:

- Being close, calm and connected is necessary for emotional safety so kids can offload tension
- “Connect before you direct” – Patty Wipfler
  - Bring the limit to the child
  - Come down to their level
  - Look into their eyes with faith & confidence in them
  - Use a warm voice & 1 to 4 words only
  - Say “Nope.” “Uh uh.” “Nah.” with warm tone & face
  - Say no to behavior, say YES to feelings
Promoting emotional regulation when your child is overwhelmed

What to do when your child is in the “red zone”:

- Assess your own state of mind and heart
- Set a Warm Limit
- Practice **Staylistening** – Patty Wipfler
Promoting emotional regulation when your child is overwhelmed

What to do when your child is in the “red zone”:

• Assess your own state of mind and heart
• Set a Warm Limit
• Practice **Staylistening** – Patty Wipfler
  • **CCC**- Stay **Calm**, come **Close** offer **Connection**
Promoting emotional regulation when your child is overwhelmed

What to do when your child is in the “red zone”:
• Assess your own state of mind and heart
• Set a Warm Limit
• **Practice Staylistening** – Patty Wipfler
  • **CCC**- come **Close**, stay **Calm**, offer **Connection**
  • Say very few words with a warm voice, once every minute
    • “I’m right here.”
    • “You’re safe.”
    • “That’s it. Keep going.”
    • “Good work, sweetie.”
Promoting emotional regulation when your child is overwhelmed

“There is a voice that does not speak. Listen.”

- Rumi
Promoting emotional regulation when your child is overwhelmed

When your child flips their lid, practice:

Promoting emotional regulation when your child is overwhelmed

When your child flips their lid, practice:


Then – after the wave has crashed, see if you can pour love in.
Another Litmus Test:

“Take a little peek into my eyes, sweetie. I love you.”

Assess their response to the love.
If your child has emotional constipation, limits will invite a big, loud release.
If your child has emotional constipation, limits will invite a big, loud release.

Be prepared!
If your child has emotional constipation, limits will invite a big, loud release.

Be prepared!

PREDICT, ACCEPT & SUPPORT THE RELEASE!
Promoting emotional regulation when your child is overwhelmed

Off-track behavior is a signal for help.

A good cry empties the emotional bladder.

It allows for clear thinking and adaptive functioning.

Kids can settle easily, cooperate more, learn better and contain more easily after a connected, supported cry.
A good cry provides an opportunity for an **EMOTIONAL WORKOUT** which strengthens the heart and builds emotional stamina.
What makes a good **Emotional Coach:**

- Encouraging your child to feel their unpleasant feelings.
- Inspiring your child to process their feelings more deeply.
- Believing in your child’s ability to process big feelings.
- Providing your child with growth opportunities
- Establishing clear limits to help your child feel feelings.
- Investing in your child’s health by helping them release.
- Serving as a positive role model.
Our kids learn more from what we do than from what we tell them to do.
Promoting emotional regulation when your child is overwhelmed

Their brains grow in the direction of emotional regulation when we stay regulated in the midst of their distress.
When we stay consistently calm in the midst of their unpleasant emotions, our children will – over time - be able to stay calm in the midst of their own unpleasant emotions.
The change begins with us –

The parent.
The change begins with us –

The parent.

Be the change you wish to see in your child.
Promoting emotional regulation when your child is overwhelmed

Staylistening is a **Time In**.

If you get triggered, **you** can take a positive **Self Time Out**.
Promoting emotional regulation when your child is overwhelmed

Common Question:

“But won’t giving my child attention when she is overwhelmed cause her to act out more, to get my attention?”
Promoting emotional regulation when your child is overwhelmed

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• Different Models: CBT vs. Attachment & neuroscience
Promoting emotional regulation when your child is overwhelmed

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- Different Models: CBT vs. Attachment & neuroscience
- Acting out ↓ with ↑ Limits, Listening & Special Time
Promoting emotional regulation when your child is overwhelmed

Common Question:

“But won’t giving my child attention when she is overwhelmed cause her to act out more, to get my attention?”

• Different Models: CBT vs. Attachment & neuroscience
• Acting out \(\downarrow\) with \(\uparrow\) Limits, Listening & Special Time
• Allow for feelings, but set limits on behavior.
Promoting emotional regulation when your child is overwhelmed

Common Question:

“But won’t giving my child attention when she is overwhelmed cause her to act out more, to get my attention?”

• Different Models: CBT vs. Attachment & neuroscience
• Acting out ↓ with ↑ Limits, Listening & Special Time
• Allow for feelings, but set clear limits on behavior.
• Scientific revolutions take time
To be able to regulate their emotions, children need to contain and release their emotions.

To release their big emotions, children need our help.
“Anything that promotes emotional connection has a healing effect on the brain and nervous system.”

– Dr. Thomas Lewis, *A General Theory of Love*
Promote Emotional Regulation

“Don’t give up. Don’t give in. Give yourself.”

- Patty Wipfler
“Don’t shrink. Don’t puff up. Just stand your sacred ground.”

- Brene Brown
Please reach out for support for you / your child.

I can connect you with someone on our team at Mindful Child & Family Therapy.

Jaclyn@mcaft.com
www.MCAFT.com
www.JaclynLong.com
Additional Resources

Child & Teen Therapists:

Allison Baumann
Danielle Seybold
Erin Todhunter

www.MCAFT.com
Additional Resources

Couples Therapists:

Danielle Seybold
Erin Todhunter

www.MCAFT.com
Building Emotional Understanding Class

With Emilie Jobson & Erin Todhunter
6 Wednesdays 10am-12pm
Starts 10/30 in Los Altos, CA

www.MCAFT.com
Thank you for coming.

Thank you for caring about your kids.
Promoting Emotional Intelligence in Children

Jaclyn Long, MFT
Mindful Child & Family Therapy

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