



Brent, Wandsworth
and Westminster



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Emotional Intelligence

Workshop plan

- What are emotions?
- What is Emotional Intelligence?
- Supporting your children
- Self-regulation strategies



Workshop Guidelines

- Listen to each other
- Respect individual perspectives
- Confidentiality
- Only share what you feel comfortable sharing
- Have a go





**What are
emotions?**

Emotions

Emotions are feelings. They can change all the time.

We **all** experience a whole range of emotions, from anger to happiness to fear.

All emotions are normal, there's nothing wrong with any emotion.

If an emotion is unpleasant or uncomfortable it's there for a reason – perhaps our body is telling us something.



The background is a solid light pink color. There are several thick, white, curved lines that sweep across the frame from the bottom-left towards the top-right, creating a sense of movement and depth.

What is Emotional Intelligence?

5 Factors of Emotional Intelligence

- It is the ability to recognise, manage and understand emotions. This includes own emotions as well as those of other people.

SELF-AWARENESS

Ability to understand your own emotions.

SELF-REGULATION

Ability to control and redirect emotions, and think before acting

MOTIVATION

Using emotional factors to achieve goals and enjoy the learning process.

EMPATHY

Ability to understand the emotions of others.

SOCIAL SKILLS

Ability to create and maintain healthy relationships.

Why is it important?

- Emotional intelligence is vital to enable children to take control over their lives and reduce the impact of certain circumstances that they might face.
- Building a good understanding of own and others' emotions has benefits on **building their self-esteem, autonomy, resilience, confidence** and **competence**.
- Consider these scenarios:

Your child is struggling with his homework. He starts yelling and crying and gives up.

Your child is struggling with his homework. He tells you that he is feeling frustrated and asks for help.

Your child's friend gets some upsetting news and cancels their plans to hang out. She understands why her friend doesn't feel well to meet up and makes other plans.

Your child's friend gets some upsetting news and cancels their plans to hang out. She gets really angry at her and takes it personal and doesn't believe what her friend is saying.

Emotional literacy skills across the life course

Early Years (0-5 yrs)	Primary Years (6-12 yrs)	Middle Years (12-16 yrs)	Young Adult Years (16-24)	Adult Years (25+ yrs)
DEVELOPMENT <ul style="list-style-type: none">• Parent/carer-child bonds• Emotional vocabulary• Emotional control• Self-awareness• Awareness of others	DEVELOPMENT <ul style="list-style-type: none">• Emotional control• Peer group bonds• Social skills• Self-esteem STRENGTHENING <ul style="list-style-type: none">• Emotional vocabulary• Parent/carer-child bonds• Self-awareness	DEVELOPMENT <ul style="list-style-type: none">• Social skills STRENGTHENING <ul style="list-style-type: none">• Emotional vocabulary• Emotional control• Self-awareness• Self-confidence• Self esteem• Peer group bonds	REINFORCEMENT <ul style="list-style-type: none">• Self-control• Self-confidence• Peer group bonds• Social skills STRENGTHENING <ul style="list-style-type: none">• Emotional vocabulary	REINFORCEMENT <ul style="list-style-type: none">• Self-control• Self-confidence• Peer group bonds• Social skills STRENGTHENING <ul style="list-style-type: none">• Emotional vocabulary

Darker orange areas indicate areas of greatest impact for emotional literacy interventions

What causes behavioural difficulties?



Factors impacting on behaviour

Parent-child interactions

Learning by watching
Unclear boundaries and instructions
Ineffective consequences

Child factors

Child's temperament
Child's health
Developmental problems

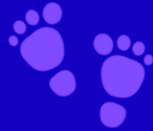


Parent factors

Stress levels
Marital conflict
Lack of social support
Mental Health

Possible causes

Life changes



You're having a difficult time



Needing attention



How you've handled difficult
behaviour before





How can we support children?

Encourage talking about their feelings

- **Active listening:** Listen to your child
- **Help them understand why they are feeling this way.**
- **Model emotions and strategies.** When feeling certain emotions share with your child that emotion and what you do to manage it.
- **Validate their emotions.** Show that you understand why they are having the emotional reaction.
- Support them to develop **problem solving skills and build resilience.**
- Encourage **social activities** and development of **social skills.**







Developing vocabulary

- Explain the different emotions and how some situations make them feel so next time they are feeling a difficult emotions they can put it a name and communicate it to you.
- The use of visuals can facilitate the communication and therefore the understanding of the child.

The ZONES of Regulation® Reproducible E The Zones of Regulation Visual

The ZONES of Regulation®

			
BLUE ZONE Sad Sick Tired Bored Moving Slowly	GREEN ZONE Happy Calm Feeling Okay Focused Ready to Learn	YELLOW ZONE Frustrated Worried Silly/Wiggly Excited Loss of Some Control	RED ZONE Mad/Angry Terrified Yelling/Hitting Elated Out of Control



Self-regulation

Self and Co.

- Self-regulation — the ability to manage, or regulate, our own emotions and behaviors — is a skill that most adults have mastered over time.
- Co-regulation — happens when two people help each other regulate their emotions. For adults, it can also mean teaching kids how to manage their emotions on their own.
- There is science behind co-regulation. Our own stress can make another person feel stressed; our calm can make another person feel calm.
- Successful co-regulation between a trusted adult and a child involves helping the child calm down on their own — which is why the first step to co-regulation requires you to deal with your own stress in a healthy way.

Importance of self-regulation

Self-control and self-regulation are associated with:

Positive mental health, life-satisfaction and wellbeing

Higher qualifications

Lower mortality rates

Lower representations in criminal activity

Better physical health, including reduced incidences of obesity and lower rates of smoking and drug taking

How can you help yourself?

The BLUE zone



How might you feel?

sad
tired
bored
moving slowly

What might help you?

Talk to someone
Stretch
Take a brain break
Stand
Take a walk
Close my eyes

The GREEN zone



How might you feel?

happy
okay
focussed
ready to learn

What might help you?

The goal of this exercise is to get to the GREEN zone. What can you do to be happy, calm and ready to learn?

The YELLOW zone



How might you feel?

nervous
confused
silly
not ready to learn

What might help you?

Talk to someone
Count to 20
Take deep breaths
Squeeze something
Draw a picture
Take a brain break

The RED zone



How might you feel?

angry
frustrated
scared
out of control

What might help you?

Stop what I'm doing
Make sensible choices
Take deep breaths
Ask for a break
Find a safe space
Ask for help

Helping your child regulate their emotions

- Attend to the emotion behind your child's actions. When your child is having an emotional reaction, describe the emotions to them

E.g. "I can see you're really frustrated that you didn't win the game this time."

- Validate their emotions. Show that you understand why they are having the emotional reaction

E.g. "you find it really difficult when you don't win don't you. I can see that's really hard for you" or "you're showing me that you're really cross with me. Sometimes we feel cross with each other, that's OK".

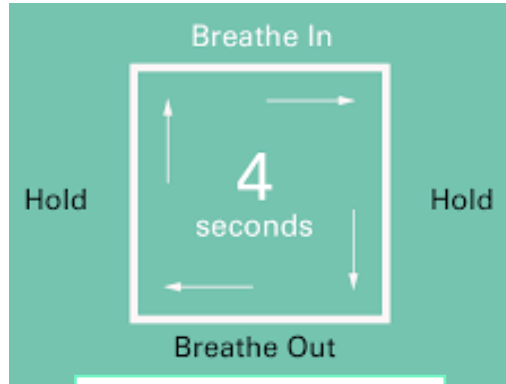
- Maintain boundaries for difficult behaviour.

E.g. "I can see that you're really angry but it's not OK to hit people. Go to Time Out now."

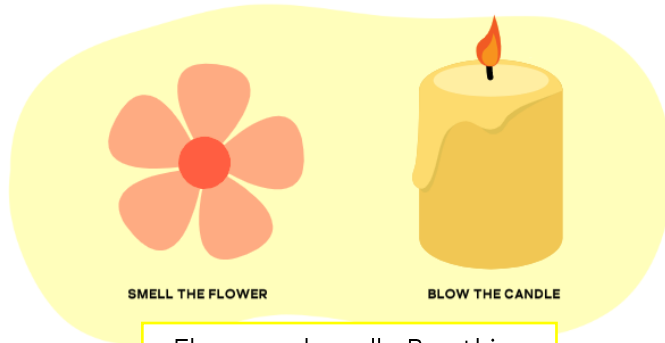
- Encourage your child to talk about their feelings.

- Listen to your child when they talk about their emotions without judging or giving advice.

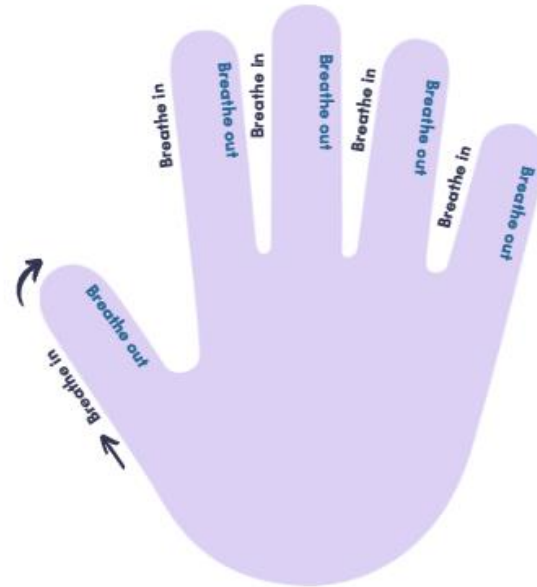
Breathing exercises



Box Breathing



Flower and candle Breathing



Finger Breathing

Calming self-talk

‘I can turn things around’

‘Remember to breathe’

‘This feeling won’t last’

‘I can get through this’

‘I’ll be going home soon’

Glitter Bottle

Glitter Bottle:

Small bottle (plastic if concerns re breakage) + water + glycerin/clear glue + food colouring + glitter (the internet is full of instruction pages)

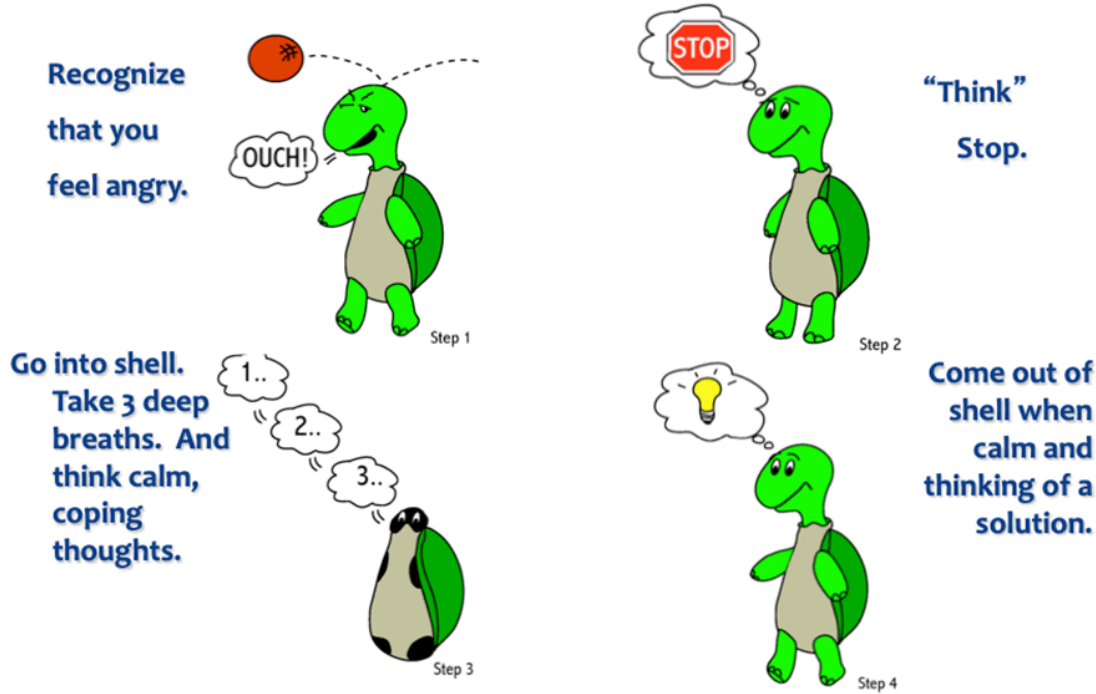
Metaphor of glitter as thoughts/emotions feeling out of control –if we stop, take a breath and focus, everything slows down and we can feel calmer and in control again

Encourage child to practice when calm and to use it when stressed, but don't force it!



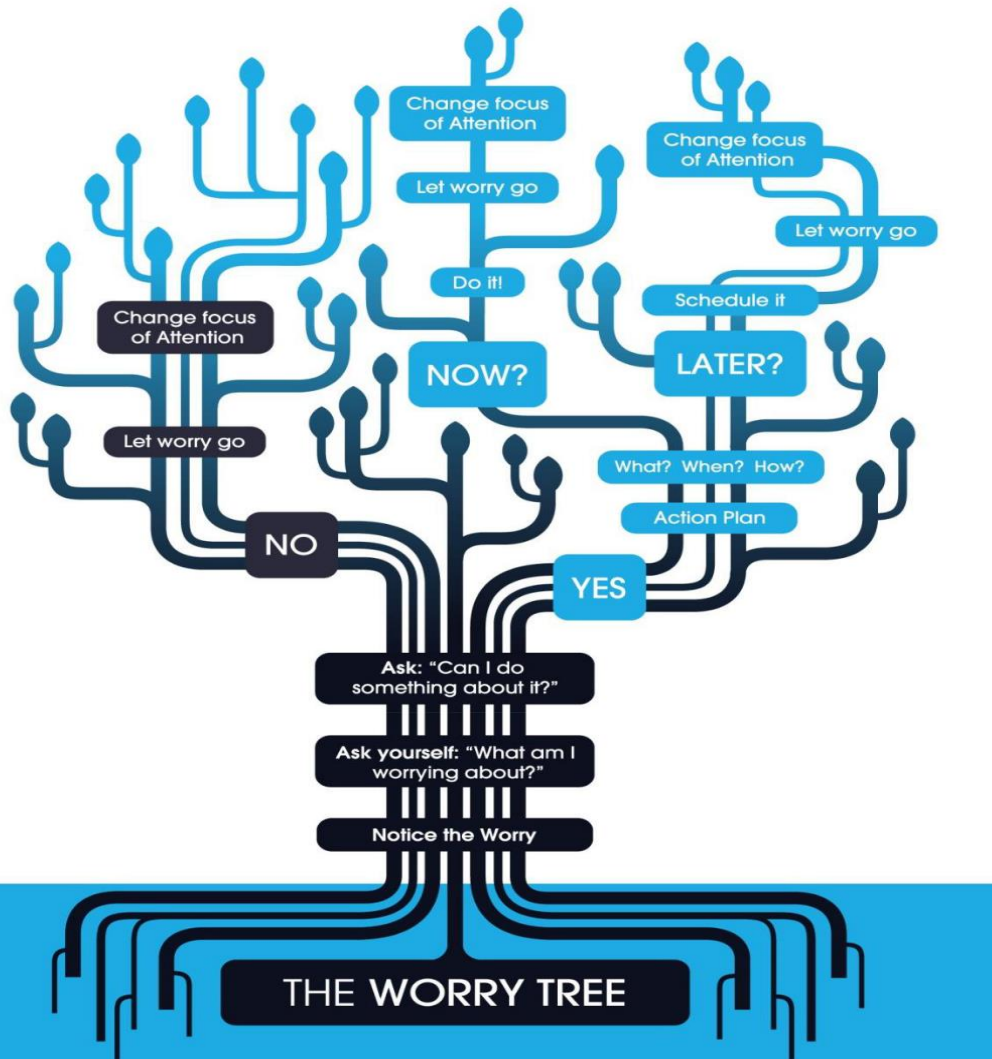
Turtle technique

Turtle Technique



Stress bucket

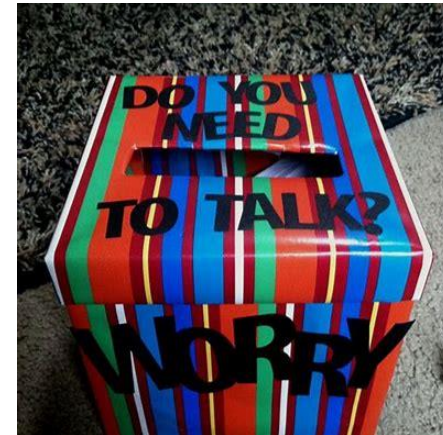




Worry tree

Worry box

- If your child often feels worried and it's making it difficult for them to think about or do other things.
- They can write their worries down and post it in the worry box. This gives them a physical space where they can get rid of their worries.
- Create a routine for sorting out their worries into worries that have gone away and those that are still around, and problem-solve those worries that are still bothering them.



Anger thermometer

My Anger Thermometer

How am I feeling



★ My signs

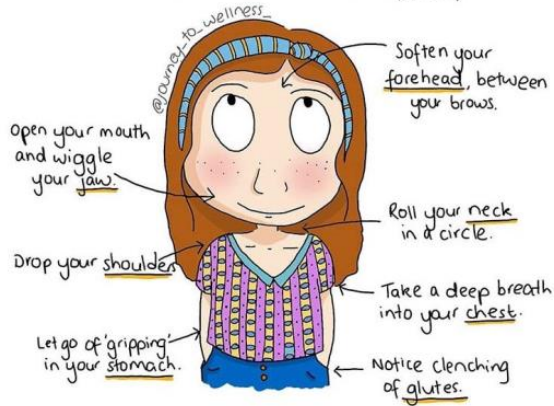
(thoughts, body changes, behaviors, words)

★ What can I do

It's not ok to...

Relaxation techniques

SCAN YOUR BODY FOR TENSION YOU MIGHT BE HOLDING IN THESE AREAS - THEN LET GO|RELAX|RELEASE.



- Progressive muscle relaxation

[Progressive Muscle Relaxation for Kids – YouTube](#)

- Yoga. Incorporates breathing exercises, meditation and exercising poses designed to encourage relaxation and reduce stress.

[Kids Yoga To Get You Moving \(Week 76\) 🧘 I Cosmic Kids Yoga – YouTube](#)

Emotions journal

Daily Mood Chart

	Happy	Sad	Mad	Tired	Excited	Anxious	Other	Notes
6 AM – 8 AM								
8 AM – 10 AM								
10 AM – 12 PM								
12 PM – 2 PM								
2 PM – 4 PM								
4 PM – 6 PM								
6 PM – 8 PM								
8 PM – 10 PM								
10 PM – 12 AM								
12 AM – 2 AM								
2 AM – 4 AM								
4 AM – 6 AM								

_____ 's Feeling Chart

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Happy 							
Sad 							
Calm 							
Mad 							

Debrief

- What have you learnt from today?
- Was the session useful?
- Are there any techniques you will take away to use?





Further support

Where to find further support

- **CHILDLINE**

Free confidential helpline for under 19 **0800 1111**
www.childline.org.uk 9 am – 12 am 7 days a week

- **KOOTH**

Online platform for young people where they can access free, anonymous support for 11-25 www.kooth.com
Mon – Fri 12pm – 10pm Sat – Sun 6pm – 10pm

- **SANELINE**

1-2-1 support for over 16 **0300 304 7000** www.sane.org.uk
4:30 pm – 10:30 pm 7 days a week

- **MIND** Infoline for advice and signposting for families in Westminster **07435 929 882**

Tuesday- Thursday 9am – 5 pm

- **GP** – advice and signposting



Where to find further support

- **Young Minds Parents Helpline**: Call our Parents Helpline for detailed advice, emotional support and signposting about a child or young person up to the age of 25. Call us for free on **0808 802 5544** from 9:30am to 4pm, Monday to Friday. <https://www.youngminds.org.uk>
- **Family Lives**: Advice on all aspects of parenting, including dealing with bullying. Phone: **0808 800 2222** (Mon - Fri, 9am - 9pm and Sat - Sun, 10am - 3pm) <https://www.familylives.org.uk>
- **NHS website** <https://www.nhs.uk>
- **GP** – advice and signposting



Crisis support

- **NHS** - call if you or someone you know experiences acute life-threatening medical or mental health emergency.
Call **999** 24 hours, 7 days a week
- **SHOUT** UK's first text service for all ages
TEXT SHOUT to **85258** 24 hours, 7 days a week
- **SAMARITANS** Free confidential helpline which offers safe space to talk about anything.
All ages, call **116 123**, 24 hours, 7 days a week
- **PAPYRUS** Charity for young people experiencing thoughts of suicide for under 35
TEXT **07860 039967**
OR CALL **0800 068 4141**
Mon-Fri 9 am- 10 pm Weekends 2 - 10 pm





Thank you!

Questions & Feedback

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References:

- [Emotion Regulation Across the Life Span | The Oxford Handbook of Emotional Development | Oxford Academic \(oup.com\)](#)
- [Emotional Intelligence \(verywellmind.com\)](#)
- [Self-Regulation: How to Develop and Practice It \(verywellmind.com\)](#)
- [Have you tried the Turtle Technique? | Psychologies](#)