
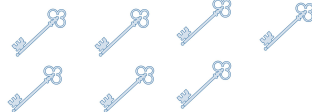


7

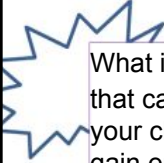


MC Bailey-McKenna, M.Ed., M.A., B.Ed.
R. Psychologist, Author
www.CTC1990.com


SOCIAL AND EMOTIONAL COACHING - 7 Key Strategies for Parents



Puzzle




What is the #1 thing that can help your child gain emotional skills?



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Presenter goals




You will have had the opportunity to

- tap into your **social-emotional (S-E) skills**
- work **with other parents** to explore strategies
- quickly review **brain development** & S-E coaching
- identify **5 ways** we naturally calm (neurobiology)
- practice a S-E **coaching strategy** that connects body, emotion, intention and calming strategy
- participate in a **Q & A**
- briefly look at “**I-Series**” books to see how they support development, parent interventions


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Your goal(s)



By the end of this 1.5 hours I want to ____

- S self-initiated and self-maintained
- M measurable
- A achievable
- R realistic
- T transferable



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#1



WHAT YOU KNOW STILL COUNTS! (build on your strengths)



Working definitions



Emotions (and State)
matrix of sensations that we name (body / brain connection)

Social: relating to others (another, small group, large group)

Regulate: turn up, down, turn off, switch

Self regulation:
finding the right amount of energy and focus for the task at hand (Leah Kuypers)

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Basic emotional skills

Name Feeling	Express Feeling	Change Feeling Intensity
six basic feeling words: 1. sad 2. mad 3. glad 4. scared 5. surprised 6. disgusted	expected ways to express feelings	> make a feeling stronger < make it less intense -- switch it off --> change
more advanced feeling		
IDENTIFY	COMMUNICATE	CHANGE

teachingrefugees.com Classroom Skills

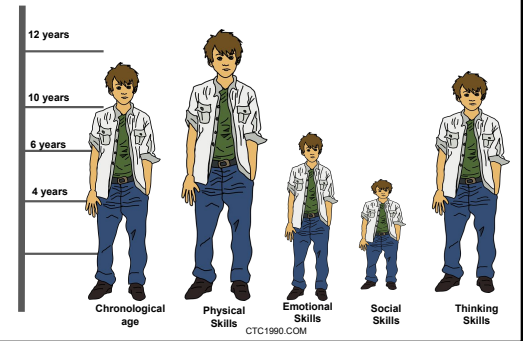
Basic social skills

1. Listen to others
2. Follow the steps
3. Follow the rules
4. Ignore distractions
5. Ask for help
6. Take turns when you talk
7. Get along with others
8. Stay calm with others
9. Be responsible for your behavior
10. Do nice things for others

<https://news.vanderbilt.edu/2007/09/27/top-10-social-skills-student-s-need-to-succeed-58465/>



Uneven or Lagging Skills



Common Lagging Skills

- showing empathy
- recognizing how my behavior impacts others
- managing disagreements without conflict
- seeing another's point of view
- being honest



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Dr. Ross Greene lives in the balance.org assessment of lagging skills

- Difficulty handling transitions, ending from one situation or task to another
- Difficulty doing things in a logical sequence or prescribed order
- Difficulty persisting on challenging or tedious tasks
- Poor sense of time
- Difficulty maintaining focus
- Difficulty considering the likely outcomes or consequences of actions/impulses
- Difficulty considering a range of solutions to a problem
- Difficulty expressing concerns, needs, or thoughts in words
- Difficulty understanding what is being said
- Difficulty managing emotional responses to frustration or as to their emotions
- Chronic or easily aroused anxiety significantly impairs ability to problem-solve or function
- Difficulty seeing the "gray" / compromise, social, back-and-forth, sharing
- Difficulty deviating from rules, routine
- Difficulty seeing responsibility, ambiguity, uncertainty, novelty
- Difficulty getting from original idea, plan, or solution
- Difficulty taking into account situational factors that would suggest the need to adjust a plan of action
- Inflexible, inappropriate, overreliance on negative distortions or biases (e.g., "Everyone's out to get me," "Nobody likes me," "I'm not like 'you' / not like 'them'")
- Difficulty adhering to or accurately interpreting social conventions
- Difficulty starting conversations, entering groups
- Difficulty connecting with, understanding, other social skills
- Difficulty seeking attention in appropriate ways
- Difficulty recognizing how behavior is affecting other people

Coaching

An important skill
I want my child to learn is _____

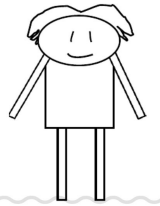
#2

NOTICING
(a key skill!!)



Noticing My Calm

How do you know when YOU are calm?



1. Open the Chat
2. Type in an answer.

* fyi: Chat is the place to go for technical help!

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Noticing My Upset

How do you know when YOU are upset?



- I feel (emotions) ____
- I do (actions) ____
- My body sensations (physiology) are ____

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Noticing (me) Supports Other Skills

I understand how you might think that ...

I can solve this problem!

I can read the social signals ...

Hmmm. What is another way to solve this?

I can calm myself down ...

I feel ...

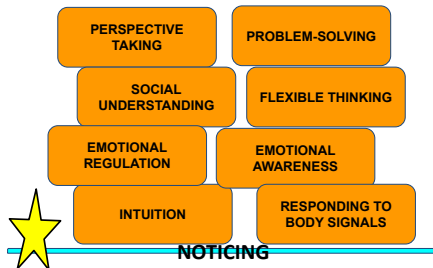
My gut is telling me ...

My body is telling me ...



NOTICING (Interception)

ADHD, ASD, Trauma ...




Good news!

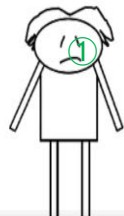


- can be strengthened
- use explicit, targeted instruction

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Building S-E-L

1. Your face & body are like this  (demonstrate)

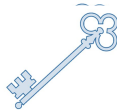


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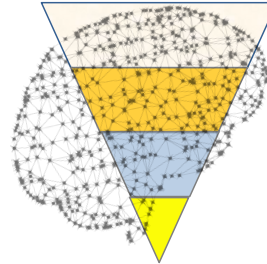
Dr. Becky Bailey, Conscious Discipline

#3

BRAIN DEVELOPMENT



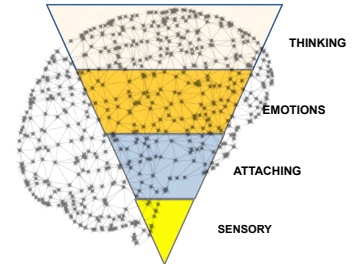
How Brains Develop



- ★ BOTTOM UP
- ★ STRUCTURE
- ★ FUNCTIONS
- ★ UPPER REGULATES LOWER
- ★ WINDOW OF SENSITIVITY

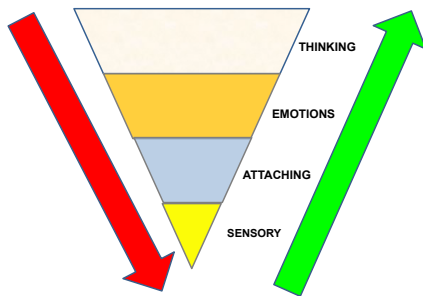
www.childtraumaacademy.com

Brains: 0-5



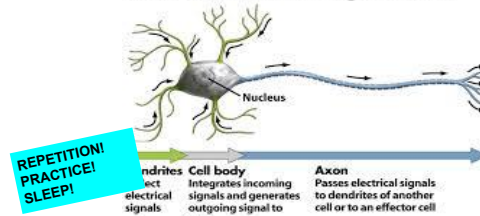
www.childtraumaacademy.com

“Upsetting” & Calming



Brain Cells - Neurons

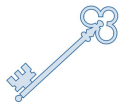
Information flow through neurons



<http://www.psychologyinaction.org/>

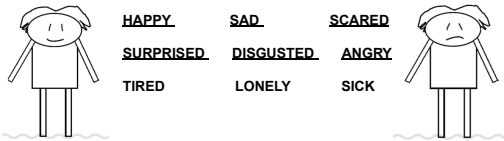
#4

NAMING EMOTIONS (identify & communicate)



Noticing and Naming

Pick an emotion.
Make the face! Notice your body.



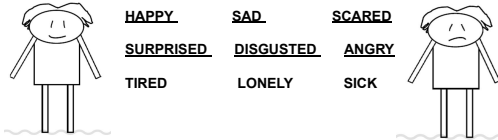
HAPPY SAD SCARED
SURPRISED DISGUSTED ANGRY
TIRED LONELY SICK

Say, "I feel _____."

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Naming

How do you know when someone is ... ?





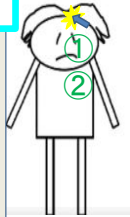
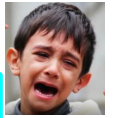
HAPPY SAD SCARED
SURPRISED DISGUSTED ANGRY
TIRED LONELY SICK

Hint: Think about
actions ...
body movements ...
facial expression ...
voice tone ...

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Building S-E-L

1. Your face & body are like this  ①
(demonstrate)
2. That usually means **you** are feeling  ②
(emotion name)



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Dr. Becky Bailey, Conscious Discipline

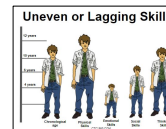
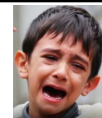
#5

GOALS / INTENTIONS
(What I want ...)






Building S-E-L

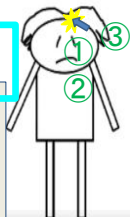
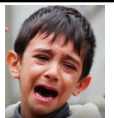
we all have goals



Victim
Villain

Building S-E-L

1. Your face & body are like this  ①
(demonstrate)
2. That usually means **you** are feeling  ②
(emotion name)
3. And **you** wanted to  ③
(intention)

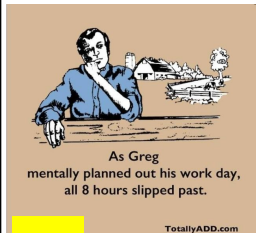


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Dr. Becky Bailey, Conscious Discipline

60 Seconds of ADHD

Vote for the funniest? 1, 2, 3 or 4



1

MY BRAIN IS LIKE AN INTERNET BROWSER.

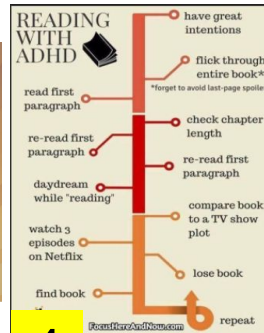
12 TABS ARE OPEN.
5 OF THEM ARE NOT RESPONDING.
THERE'S A GIF PLAYING IN AN
ENDLESS LOOP.
AND WHERE IS THAT ANNOYING MUSIC
COMING FROM?

2

My Super Power?

Well... I can look you
dead in the face while
you're talking
and not listen to
a thing you just said!

3



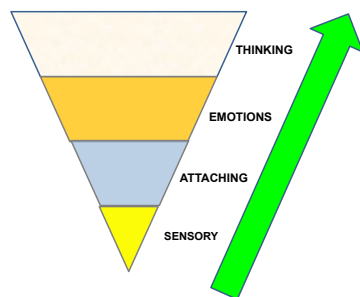
4

#6

CALMING DOWN
REVVING UP
(self-regulation)

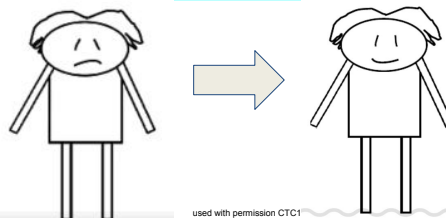


Brains ... Calming



Calming My Upset

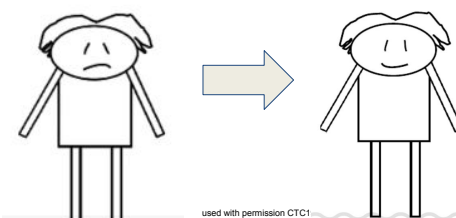
One of my favourite ways
of calming down is _____



used with permission CTC1

On Calming Upset

I help calm my child's upset by _____



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6 ways to calm / rev up regulate



being with someone



bio-chemical



moving



stepping back

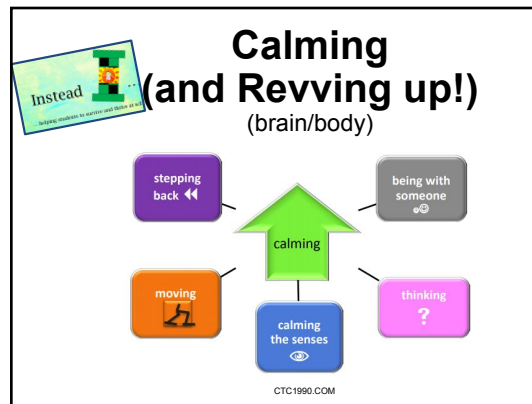


calming the senses




thinking

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Personal Strengths










have skills to calm!


- Being with someone
- Thinking
- Calming the senses
- Stepping back
- Moving
- Calming the senses
- Thinking

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Scaffolding

Victim Villain

- Your face & body are like this  (demonstrate)
- That usually means you are feeling  (emotion name)
- And you wanted to  (intention)
- When you want to  you can  (intention) or  or  (options for calming, relating, words to use, etc.)




CTC1990.COM Dr. Becky Bailey, Conscious Discipline

Consider ...

Learning social emotional skills includes:

- ★ using routines (predictable things we do every day, at this time...)
- ★ working with where your child is (rather than where you think they should be)
- ★ recovering from small, medium and overwhelming upsets (in a loving, caring home)
- ★ being OK to make mistakes and learn from them



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#7 BUILD SKILLS THROUGH THE "I-SERIES"



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Locate your “I Series” Book(s)

- #1 Instead I ...**
school strategies
- #2 What if I ...**
worry
- #3 So then I ...**
recess
- #4 Why can't I ...**
blues
- #5 But when I**
...attention



what is next?
questions
possibilities
where to go for more ...



On Resources

- MC Bailey-McKenna (on regulation at school) @CTC1990.com
- Dr. Stuart Ablon (on lagging skills and joint problem solving) @thinkkids.org
- Dr. Becky Bailey (on early childhood development) @consciousdiscipline.com
- Dr. Paul Eckman (on emotions) @paulleckman.com
- Joanna Gibbs (on community) @Tribes.com
- Dr. Ross Greene (on lagging skills and joint problem solving) @livesinthebalance.org @www.heartmath.com
- Heart Math Institute (on psychophysiology) @www.heartmath.com
- Leah Kuypers Zones of Regulation (on sensory, cognitive and emotional regulation) @zonesofregulation.com
- Dr. Gordon Neufeld (on collecting attention and attachment) @neufeldinstitute.org
- Dr. Bruce Perry (on brain & trauma) @ www.childtrauma.com & www.childtraumaaacademy.org
- Dr. Stephen Porges (on polyvagal theory) @stephenporges.com
- Dr. John Ratey SPARKS (on movement) @johnratey.com
- Dr. Allan Schore (on attachment) @allanschore.com
- Search Institute (on teen developmental assets) @www.search-institute.org
- Dr. Stuart Shanker (on regulation) @self-regulation.ca
- Dr. Dan Siegel (on the adolescent brain) @ www.daniasiegel.com
- Dr. Bessel van der Kolk @ besselvanderkolk.net
- Dr. Judy Willis @ RADteach.com