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Understanding and Managing your Child's Emotions and Behaviours

Putney and Roehampton Education Wellbeing Service 2025


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Meet the Putney and Roehampton Team




Dr Phoebe Wheeler
(Clinical Psychologist)
Service Lead and Clinical Supervisor




Tierny Faucher



Ellis Rushforth
(Trainee EMHP)




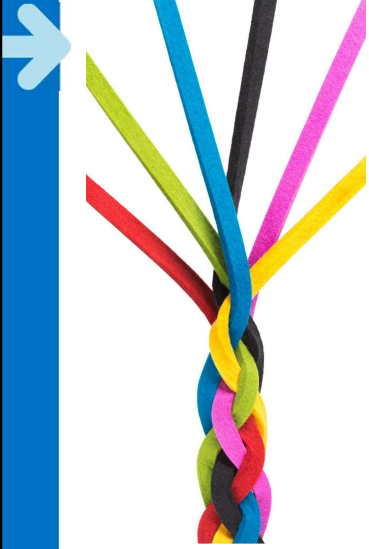
Jade Smith-Dennis
(Trainee EMHP)



Callum Cresswell
(Trainee EMPH)

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What do we offer?

- Early and preventative evidence-based wellbeing programs lasting 6-8 weeks to help parents with their child's: Common anxieties and worries (best for ages 4-11) Tricky or challenging behaviour at home (best for ages 3-11) The intervention aims to skill parents up so they feel more confident managing their child's difficulties. This is for parents who are not receiving support from other services currently.
- Workshops and webinars on supporting children's mental health and emotional wellbeing.
- Coffee mornings with specific themes, e.g. parent wellbeing, sibling rivalry, etc.

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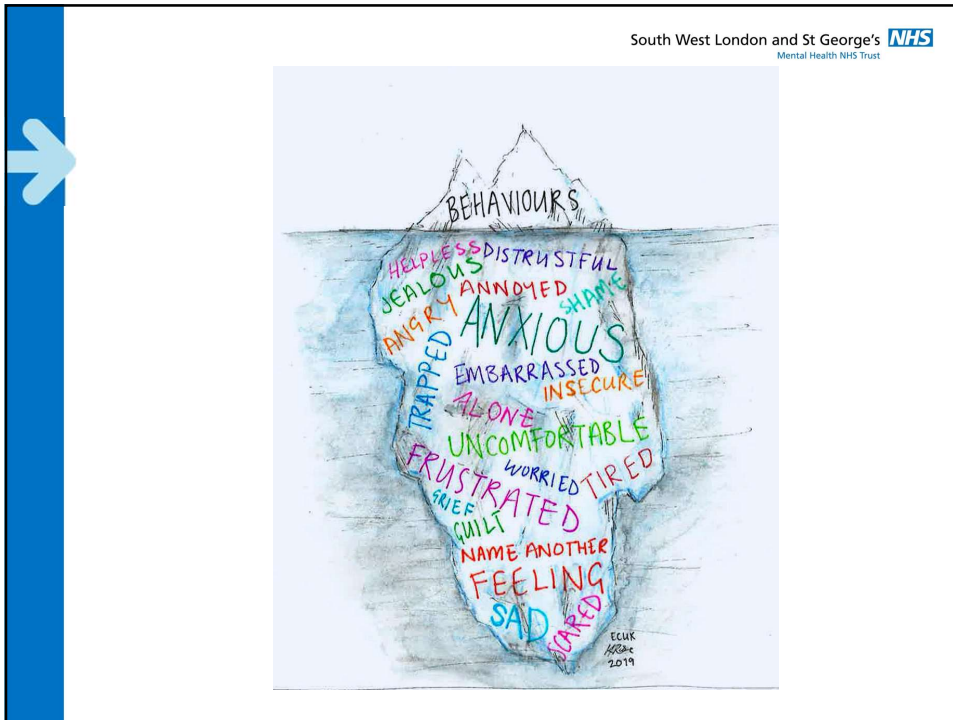
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PLAN for the session:

- How do emotions influence behaviour?
- What is emotional regulation?
- Why is emotional regulation important?
- What can we do to help?

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Why do we have emotions?




- They provide us with important information
- They are necessary for our survival
- They can motivate and organize us to act
- They communicate to and impact others

**REMEMBER
EMOTIONS ARE
WHAT MAKES US
HUMAN AND ARE
A GOOD THING!**


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Emotion Regulation is....

- Ability to tune in. **What am I feeling?**
- Why am I feeling this way? **What are my emotions telling me?**
- Managing how I express my emotions **How do I want to express my emotions?**

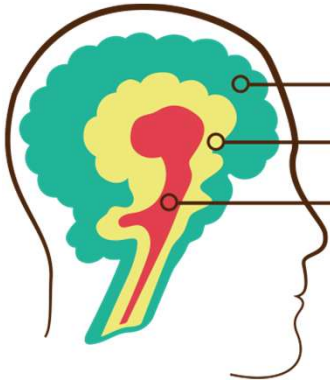


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Emotion Regulation and Brain Development




- **HUMAN** • Three levels
- **MAMMAL** • **Primitive/Reptilian Brain** 200 million+ – Spotting and reacting to dangers
- **REPTILE** • **Mammalian Brain** 20-50 million years – Safety in relationships / Attachment system
- **Human Brain** - 300,000 approx. years – abstract thinking, imagination and problem solving

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➔ **What does emotional dysregulation look like in your child?**

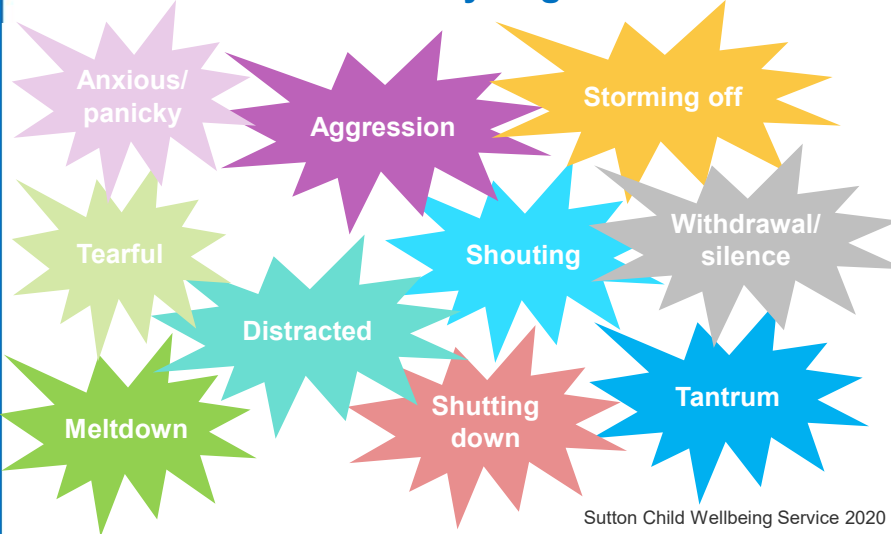


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➔ **What does emotional dysregulation look like?**




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So how can you help your child regulate their emotions?



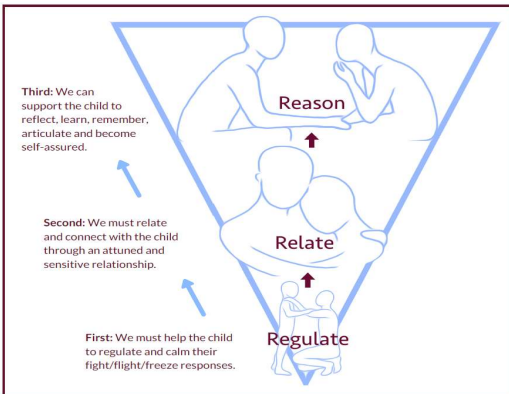
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The 3 R's

Regulate, relate and reason is the best way to help a child to come to a place of calm and clarity.




Third: We can support the child to reflect, learn, remember, articulate and become self-assured.

Second: We must relate and connect with the child through an attuned and sensitive relationship.


First: We must help the child to regulate and calm their fight/flight/freeze responses.

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.

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1 How to: REGULATE



Emotional regulation ideas

- Controlled breathing
- Distraction techniques
- Positive self talk
- A safe space to go
- Source of physical comfort
- Soothing but limited language
- Progressive Muscle Relaxation
- Moving away from the situation
- Stepping back and allowing them time to process.

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Relaxation strategies

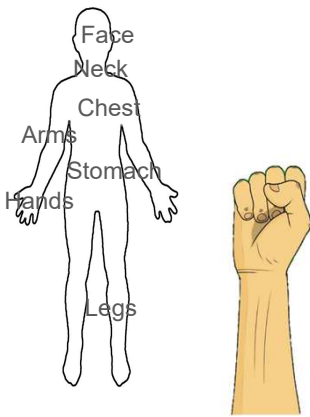
★ Controlled breathing ★

1. Put one hand on your chest and one hand on your stomach
2. Take a deep breath in slowly through your nose for 7 seconds; both your hands should rise gently as you breathe
3. Hold the breath for 2 seconds
4. Release your breath slowly for 11 seconds
5. Practice!


inhale


exhale

★ Muscle relaxation ★





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Distraction techniques








 **54321**





Five things you can see
Four things you can touch
Three things you can hear
Two things you can smell
One thing you can taste

Colours
Find five things in the room that are yellow/
blue/ green etc.



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2 How to: RELATE Emotional Validation


Validation = recognising and accepting emotions

- Communicates that **feelings and thoughts** make sense and are understandable

1. Be **present** and **listen**
2. Create an environment at home where talking about feelings is seen as a **positive** thing
3. Give them **space** if they don't want to talk straight away
4. **Allow** them to have and express their feelings
5. **Acknowledge** their problems and that they matter
6. **Reflect on** and **summarise** what they are feeling
7. **Share** your own experiences to let them know it is **normal** to feel these emotions




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→ 2. Relate


BE CURIOUS




I **WONDER** if you felt ignored or left out? Have I got that right? Tell me more



I can **IMAGINE** that it was really upsetting for you, I would feel upset about that too.




I **NOTICED** that what he said made you really angry. Can you tell me more about that?



It **SOUNDS** as though you are feeling anxious about that, is that right?

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→ 3. Reason

Discipline is learning

Firm consistent boundaries are key

Rules help all children feel safe – make clear and concise

Use natural consequences (*e.g. if they break a toy they cannot play with it*)

Children benefit from explicit reminders around behavioural expectations before activities begin

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→ 3. Reason

PROBLEM SOLVING– think through different options

REFLECTING – think about consequences, reflect on self

MENTALISING – think about other people’s perspectives, feelings & thoughts



Consider TIMING

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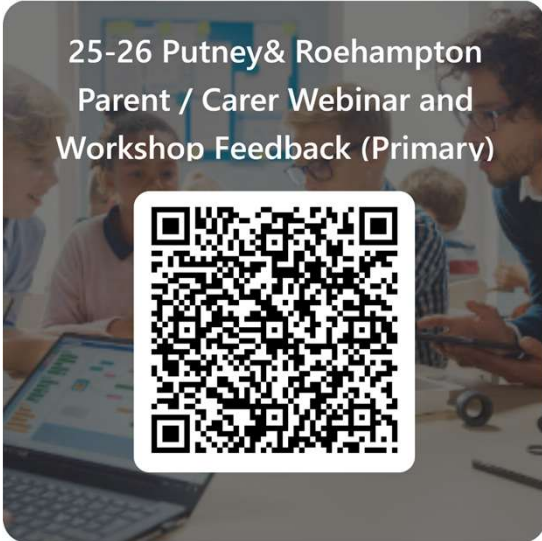


Thank you for listening!

If you have any questions we are here for another half an hour and we would be more than happy to chat with you.

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**25-26 Putney & Roehampton
Parent / Carer Webinar and
Workshop Feedback (Primary)**

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**EDUCATION
WELLBEING SERVICE**

**IS IT
DIFFICULT TO
GET YOUR CHILD
TO FOLLOW
YOUR
INSTRUCTIONS?**

**DOES YOUR
CHILD HAVE
REGULAR
TANTRUMS?**

**DOES YOUR
CHILD FEEL
ANXIOUS IN
NEW / SOCIAL
SITUATIONS?**

**DO YOU
STRUGGLE TO
GET YOUR
CHILD TO
SCHOOL IN THE
MORNINGS?**

**IS THE BEDTIME
ROUTINE A DAILY
STRUGGLE?**


**DO YOUR CHILD'S
WORRIES OR
FEARS IMPACT ON
YOUR FAMILY'S
DAILY LIFE?**

AN NHS WELLBEING PRACTITIONER
BASED HERE AT YOUR SCHOOL MAY
BE ABLE TO HELP YOU!
SPEAK TO THE SCHOOL FOR MORE
INFORMATION

**6-8 WEEKLY SESSIONS
TO LEARN TO PUT EFFECTIVE
STRATEGIES IN PLACE TO
SUPPORT YOUR CHILD'S
ANXIETY OR BEHAVIOUR**

**1:1 FACE TO FACE
OR ONLINE**

SCAN THE QR
CODE TO REFER
DIRECTLY



**WHAT OUR
PARENTS
HAVE SAID ?**

"THANK YOU AGAIN FOR YOUR TIME,
SUPPORT AND ALL YOUR
VALUABLE POINTS FOR ANXIETY
AND BEHAVIOUR"

"THERE WAS AN AMAZING LEVEL OF
KNOWLEDGE AND EXPERTISE IN
THE ROOM AND IT FELT LIKE A
GREAT PRIVILEGE TO HAVE THE
BENEFIT OF THAT"

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