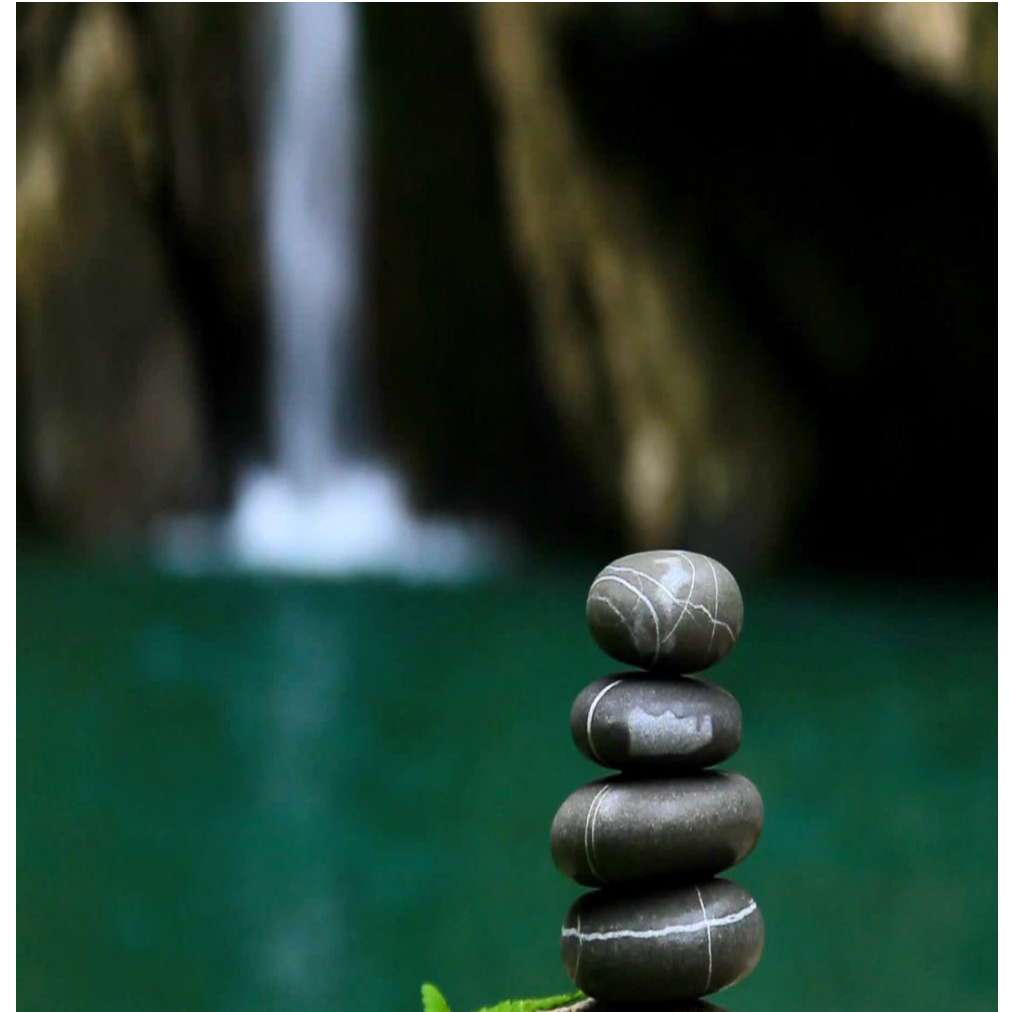


Tusker U Wellness Summit

EMOTION REGULATION + SELF
CONTROL + EMPATHY





Introductions

	Emotional Competence	
Empathy	I feel bad when someone gets his or her feelings hurt.	1 - Not at all true of me; 2 - A little true of me; 3 - Pretty much true of me; 4 - very much true of me
Empathy	I try to understand what other people go through.	1 - Not at all true of me; 2 - A little true of me; 3 - Pretty much true of me; 4 - very much true of me
Empathy	I try to understand how other people feel and think.	1 - Not at all true of me; 2 - A little true of me; 3 - Pretty much true of me; 4 - very much true of me
Emotion Reg	I accept responsibility for my actions.	1 - Not at all true of me; 2 - A little true of me; 3 - Pretty much true of me; 4 - very much true of me
Emotion Reg	When I make a mistake I admit it.	1 - Not at all true of me; 2 - A little true of me; 3 - Pretty much true of me; 4 - very much true of me
Emotion Reg	I can deal with being told no.	1 - Not at all true of me; 2 - A little true of me; 3 - Pretty much true of me; 4 - very much true of me
Self-Control	I can wait for what I want.	1 - Not at all true of me; 2 - A little true of me; 3 - Pretty much true of me; 4 - very much true of me
Self-Control	I don't bother others when they are busy.	1 - Not at all true of me; 2 - A little true of me; 3 - Pretty much true of me; 4 - very much true of me
Self-Control	I think before I act.	1 - Not at all true of me; 2 - A little true of me; 3 - Pretty much true of me; 4 - very much true of me

Care to share?



Thoughts?



Questions?



Strategies you use at home?

Emotion Regulation

According to DBT (Taught as "Steps A" in Somers MS & HS) - different states of mind

<https://youtu.be/dOn4TRkCaEs>

Getting into Wise Mind - Breathing

<https://youtu.be/-uOGRaTaVv4>

<https://lindsaybraman.com/emotional-regulation-rainbow/>

Emotion Regulation

Help your child identify emotions.

When big emotions or incidences arise, help your child figure out what triggers those emotions with prompting questions like: Exactly what happened? How did you feel? Rate your (anger, sadness, anxiety etc.) on a scale of 1-10; How did your body feel? (headache, sweaty, racing heart, etc.); What did you do?

Help your child identify appropriate ways to respond to anger, anxiety, sadness, etc.

Let them choose their own strategies for calming down, but propose options.
(Breathing, writing, hard fast exercise, ice cold water on the face, distraction/text a friend/play with a pet)

Self Control

Help

- Help kids avoid temptation. (Out of sight, out of mind- ipad, etc.).

Create

- Create an environment where self-control is rewarded.

Use

- Use reminders that are timely (i.e. right before task).

Turn

- Turn "must-do's" into "want-to's" with a motivator.

Instill

- Instill the right mindset for tackling challenges and learning failures. Use praise for effort and use feedback that encourages kids to try different strategies.

Help

- Help your child develop their attention and working memory skills. Recognize triggers; cope with bad moods; breaking down complex tasks; allowing downtime; getting enough sleep; fueling curiosity; responding to signs of sadness/depression.

Validate

- Validate emotions.

Self-Control – more strategies

An executive functioning skill – song with actions, freeze dance

- ▶ <https://www.bing.com/videos/search?&q=youtube+self+control+for+kids&docid=608010014913149526&mid=3EE4FDF454933816F9173EE4FDF454933816F917&view=detail&form=VDRVRV&ajaxhist=0>

Emotion Regulation and Distress Tolerance - Working on self-control

- ▶ <https://youtu.be/-uOGRaTaVv4>
- ▶ Stop, take a step back, observe, proceed
- ▶ Check the facts
- ▶ Opposite Actions

Skills that can be practiced at home:

<https://www.medicalnewstoday.com/articles/grounding-techniques>



Empathy

Ask questions that help your child relate to others:

-“What do you think the person is feeling?”

-“How would you feel?”

-“What can you do to help?”

Discuss current events.

- **Ask what your child notices.** What do they believe people are feeling, based on their non-verbal communication – facial expressions, body language, and tone of voice? Labeling these feelings will help them think about and understand others.

Be a positive role model for connecting with people. Give full attention to your child, and other people around you often. Turn off the TV or put down devices, and focus your full attention on the person you're with. Encourage your teenager to do the same when talking to you.

Encourage volunteer work.

Praise empathetic behavior.

Use empathy /model it - when your child is talking to you about friendship challenges or school stress. Walk in their shoes to figure out what emotion they may be feeling and ask if they are feeling the way you imagine they would. Resist putting value on the feeling (good or bad).

Empathy in the media....

- ▶ https://youtu.be/9_1Rt1R4xbM Sesame Street – explains for younger children what empathy is. (Can be helpful with explaining the difference between empathy and sympathy)

- ▶ [A Wise Lesson In Empathy - Bing video](#)

A Wise Lesson In Empathy - Classroom perspectives

Somers CSD Counseling Dept.
School Counselors, Social Workers, Psychologists

- ▶ Primrose 914-248-8888 ext. 262
- ▶ SIS 914-277-4344 ext. 2313
- ▶ SMS 914-276-2588
- ▶ SHS 914-248-8585 ext. 4301
- ▶ [Guidance & Counseling / Mental Health Resources \(somersschools.org\)](https://www.somersschools.org)
- ▶ Pkavanagh@somersschools.org - Director of School Counseling & Student Support

CR Code for this information:

