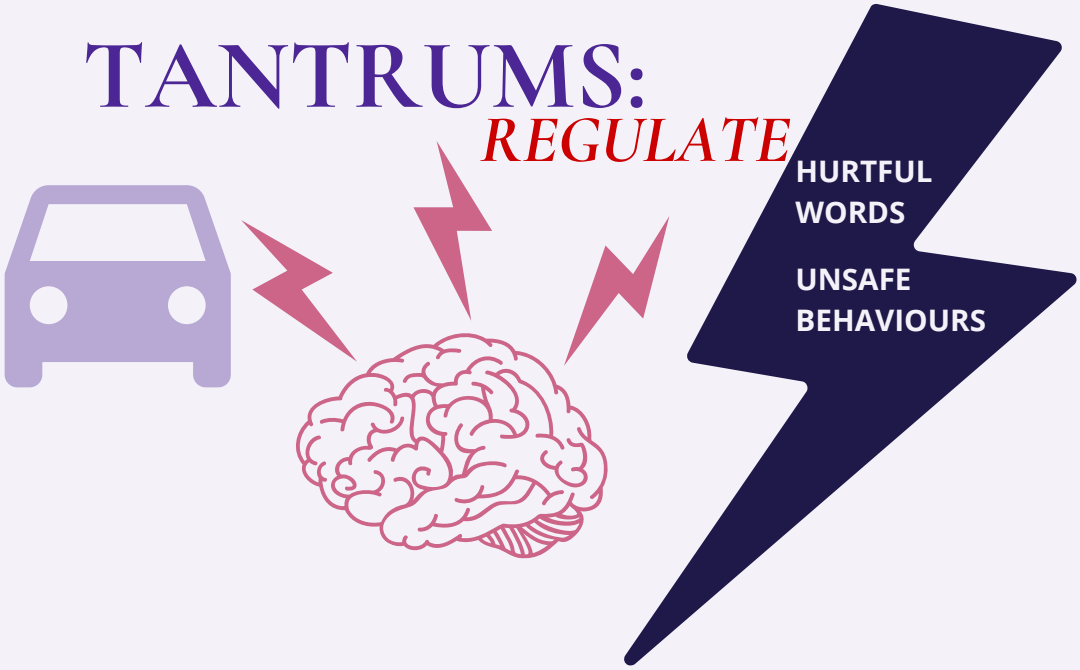
EMOTIONAL OUTBURST / RELEASE

TANTRUMS:

REGULATE



OUR ROLE:

- **To keep our child safe**, to keep everyone around safe & not destructive to the environment
- To be their **calm presence** so they can coregulate with us
- ***Not to take their hurtful words & unsafe behaviours personally - it has to do with how they are feeling.***
- To be **in tune** with what feels best for our child.(We can also ask them what feels best for them during these Moments when they are calm.)

Imagine your child screaming & trying to push away their own discomfort

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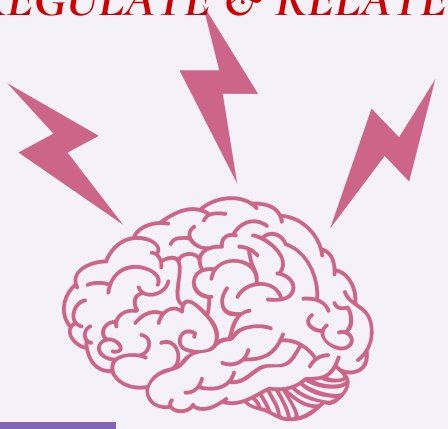
TANTRUMS:

THINGS WE CAN SAY THAT MAY BE BENEFICIAL FOR OUR CHILD ON THE MOMENT:

- "**You really wish** we were able to go to the store now?"(start the sentence with "you really wish & then share what their wish would be on the moment). ***This is one of the ways we are providing our child with better words to express their emotions***
- **I am right here with you**. I understand.
- **Something about this** doesn't feel good to you.
- **It's okay to feel sad/angry.**

TANTRUMS:
REGULATE & RELATE



DON'T ASK YOUR CHILD TO STOP DOING SOMETHING, IT BECOMES OUR RESPONSIBILITY TO STOP THEM.

- **"I see how upset you are & I can't let you hit me"**
- **"I'm going to help you with this & take that away."**
- **"I see how hard this is for you. I am right here."**

TANTRUMS:

REGULATE & RELATE

MESSY COMMUNICATION IS BETTER THAN NO COMMUNICATION. THIS WILL OPEN THE DOOR FOR CONNECTION, FURTHER UNDERSTANDING & BUILDING COMMUNICATION SKILLS TOGETHER.

NO TEACHING CAN TAKE PLACE AT THIS TIME

HURTFUL WORDS

- **"I hear you."**
- **"I understand how hard this is for you."**
- **"Those are some really big words you are using. This must really be hard for you right now."**

- **"I know you wish things would be different."**
- **"I see how much this bothers you."**

- **"I hear you. I am taking two steps back. I am moving away."**
- **"I am right here by your door."**

TANTRUMS:

REGULATE & RELATE

THEY ARE DOING THEIR BEST

OUR CHILD'S ROLE:

- To **express** all of their emotions

THINGS WE MAY NOTICE:

- Our child **doesn't want to be spoken to**
- Our child may want to be **touched** or not at all
- Our child **throws their body laying flat on their back on the floor** because it feels good for the nervous system.

****Shavasana pose****

- Would be ideal if we can **lower our body** & sit with them on the floor
- Some kids don't like it when we **label their emotions** on the actual moment & for some it helps

HUMAN BEING
NOT DOING

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TANTRUMS:
REFLECT & REASON

Make sense of what took place.

- **Share what took place without any judgment:** "This morning you hit me & I want to understand you. Can you tell me more?"

⏸ Pause & allow the child to reflect & share their experience.

****VALIDATE****

- **Separate EMOTIONS from ACTIONS. Accepting Emotions while then problem solving the actions:** "I get it. You were feeling so angry about...I wonder how you can show me how you are feeling in a better way?"
- **Let your child come up with better ways & provide some help if needed.**

TANTRUMS:
REFLECT & REASON

Make sense of what took place.

Discuss importance of remaining with them

- **Share what took place without any judgment:** This morning you told me, "I hate you", what was going on for you? Can you tell me more? ⏸ Pause & allow the child to reflect & share their experience. ****VALIDATE****
- **Separate EMOTIONS from ACTIONS. Accepting Emotions while then problem solving the actions:** "I get it. You were feeling so angry about...I wonder how you can show me how you are feeling in a better way?"
- **Let your child come up with better ways & provide some help if needed.**

SELF REGULATION:

- **This may take YEARS.**
- **We can begin by doing mindfulness activities together & building AWARENESS**
- **Drop all expectations**
- **Play games involving labelling emotions & discussing emotions**
- **Work as a team to discuss this continuously (you can use journal I've created)**

Don't ask your child to take a deep breath when they are dysregulated - unless this is an agreement & you are giving it a try.

We are human and sometimes we may react in ways we wish we didn't. WE CAN ALWAYS REPAIR. Repairing with our child sounds like this:

- "This morning when I told you XYZ, I wish I didn't raise my voice. I will try to take deep breaths next time & speak to you in a better way."
- "You aren't worthy of being spoken to that way. I am working on myself to do better."
- "I want to hear what it was like for you when I XYZ, I wish I didn't do that. I am working on myself to do better."
- "I'm truly sorry for XYZ, I wish I XYZ instead."

We will be discussing more on repair at a later month, I just felt it was important for me to add this here.