



COMMUNITY
Health Initiative

Session 5: Dealing with Your Child's Negative Emotions

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Tips from Previous Sessions:

1. Teens brains are not fully mature until 25-30
2. Pay attention to the positives; positive: negative > 3:1
3. Teens needs autonomy, positive relationship, & sense of competence
4. Praise: recognize strength + effort + strategies
5. Effective Communication: paraphrasing + ask WH questions & be specific + “I” statement
6. Problem-solving steps

3

PROBLEM-SOLVING STEPS

1

Stay calm!

2

**Identify the
problem**

3

**Brainstorm
solutions**

4

**Create a list of
pros and cons
for each
possible
solution**

5

**Pick a solution
from the list,
and make an
action plan**

6

**Review what
happened**



孩子花太多时间上网，不爱学习，怎么办？

1. 理解孩子为什么喜欢上网，上网满足了他们什么需求。
你如何在日常生活中提供其他机会来帮他们满足这些需求？
2. 制订电子设备使用章程，签订协议，增加监督
3. 父母做好榜样 言传身教 (practice what you preach and pledge to stay off media as we)
4. 培养孩子的批判性思维 (Critical thinking skills), 讨论过多使用社交媒体的隐患
5. 倾听并培养良好的亲子关系 unconditional love
“Make sure they knows you love them and you’re proud of them as they are—unfiltered, unedited, imperfect”

Dr William Glasser's *Basic Needs*

				
Love & Belonging	Power	FUN	Survival	<i>Freedom</i>
<ul style="list-style-type: none">✓ belonging✓ being loved✓ being respected✓ friendship✓ sharing✓ cooperation	<ul style="list-style-type: none">✓ recognition✓ success✓ importance✓ achievement✓ skills	<ul style="list-style-type: none">✓ enjoyment✓ laughter✓ learning✓ change	<ul style="list-style-type: none">✓ health✓ relaxation✓ sexual activity✓ food✓ warmth	<ul style="list-style-type: none">✓ choices✓ independence✓ freedom from✓ freedom to

- A family game night, create your own Fun Trivia game
- Weekly family movie/game night for the family to enjoy screen time together.



制订规则，提高父母自己的网络知识技能

- 避免过早给孩子电子设备
 - Alternative to smartphones
- 制订家庭电子设备（手机、iPad）使用规则
- 学习怎么在孩子的设备上设定 parent control
- <https://www.waituntil8th.org/devices>
- <https://www.waituntil8th.org/digital-training>

避免过早给孩子电子设备

通过PTA 联合其他家庭一起签pl

Alternative to smartphones

<https://www.waituntil8th.org/dev>



BECAUSE CHILDHOOD IS TOO SHORT
TO WASTE ON A SMARTPHONE.

You can make a difference. You can say yes to waiting.



TAKE THE PLEDGE

By signing the pledge at [waituntil8th.org](https://www.waituntil8th.org), you promise not to give your child a smartphone until at least 8th grade as long as at least 10 families total from your child's grade and school take the pledge. As an alternative, a basic phone might be appropriate, as it avoids many of the distractions and dangers of the smartphone. Once 10 families have pledged from your child's grade and school, you will be notified that the pledge is in effect!

[waituntil8th.org](https://www.waituntil8th.org)



WaitUntil8th.org started with a few parents in Texas and a simple idea. If they rallied together, they could reverse the power of peer pressure as smartphone ownership invaded their elementary schools. Brooke Shannon led the charge to start a nationwide campaign asking parents to wait until their kids were in at least 8th grade to grant smartphone privileges, citing concerns over social and relational impairment, as well as addiction, distraction, depression, and exposure to mature content.





签订电子设备使用协议 确定 device free zone/time

AWESOME!

YOU FINALLY HAVE YOUR OWN PHONE!
LET'S GO OVER SOME GROUND RULES AND MAKE IT OFFICIAL!



I, _____ (child and parent's name) _____, AGREE TO THE FOLLOWING:

1. It is our (device name) . We bought it for you as a gift. It is an awesome gift- aren't we the greatest?
2. We will always know the password. _____ (write password here)
3. Even if you are listening to music or playing a game- if someone is talking to you, look up and respond. You are not a rude person, do not allow the (device name) to change that.
4. Hand the (device name) over to us when asked and always before getting ready for bed. no later than _____pm and in the morning no earlier than _____am.
5. If anything ever makes you feel even a tiny bit uncomfortable or weird- trust your instincts and talk to us. We will always believe you, and help.
6. Do not use this technology to lie, fool, or trick anyone.
7. Do not text, email, or say anything through this device you would not say in person.
8. Ask us lots of questions- we love your curiosity and excitement. We are here to help- not to stop your research but to help guide you.
9. We trust you know to never send inappropriate pictures of yourself or anyone else. It will not disappear and you cannot control where the information goes- EVER. SERIOUSLY. FOREVER.
10. Keep your eyes up. Play, imagine and wonder without always using the internet.
11. You will mess up. We will take away your (device name) . We will talk about it. We will start over again. We are always learning. We are on your team. We are in this together.

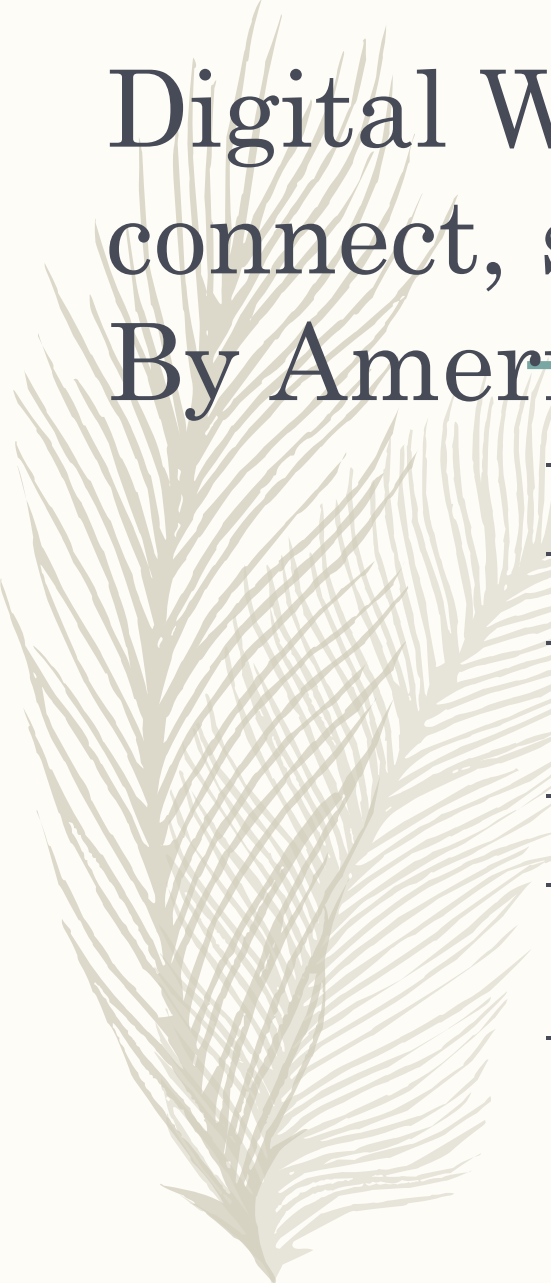
Other Family Rules:

CHILD'S SIGNATURE

DATE

PARENT'S SIGNATURE

DATE



Digital World: A smart girl's guide. How to connect, share, play and keep yourself safe.

By American Girl

- I will not sign up for any site without my parents' OK.
- My parents and I will preview a site together before deciding to sign me up.
- My parents and I will register for my account and set privacy settings together and I will not change any settings myself.
- My parents will have the usernames and passwords to any accounts I have.
- My parents will “friend” and “follow” me on all my sites and will be able to see everything I post.
- I will never post my last name, my home address, the name of my school, or other information that identifies me or my family- either in words or in pictures.



OUT OF SIGHT, OUT OF MIND

电脑放在父母能监督的地方 规定饭桌上只能聊天



DEVICE FREE MEALS

不能看手机



MAKE CAR TIME TALKING TIME

规定车上只能聊天



UNPLUG TOGETHER FOR 24 HRS



SHARED SCREEN TIME



PHONE LAST

- A family game night, create your own Fun Trivia game
- Weekly family movie/game night for the family to enjoy screen time together.

培养孩子的批判性思维

Critical thinking skills

- 一起看纪录片，讨论过多使用社交媒体的隐患
- Netflix Documentary: The Social Dilemma
 - <https://www.youtube.com/watch?v=uaaC57tcci0>
- 动画片 [RON'S GONE WRONG Trailer \(2021\) Animated Robot Movie](#)

[Social Media and Self-Esteem | Impact of Social Media on Youth | Child Mind Institute](#)



What Selfies Are Doing to Self-Esteem

How they can exacerbate insecurity, anxiety, and depression.

[READ MORE >](#)



Social Media and Self-Doubt

How parents can help kids resist the pressure created by artfully curated social media feeds.

[READ MORE >](#)



Today's content based on:

- Raising an Emotionally Intelligent Child by John Gottman
- Emotion Coaching: The Heart of Parenting by Gottman and Gottman
 - <https://www.gottman.com/blog/an-introduction-to-emotion-coaching/>



Predicting your children's success in the future

What kinds of kids are most successful when they grow up?

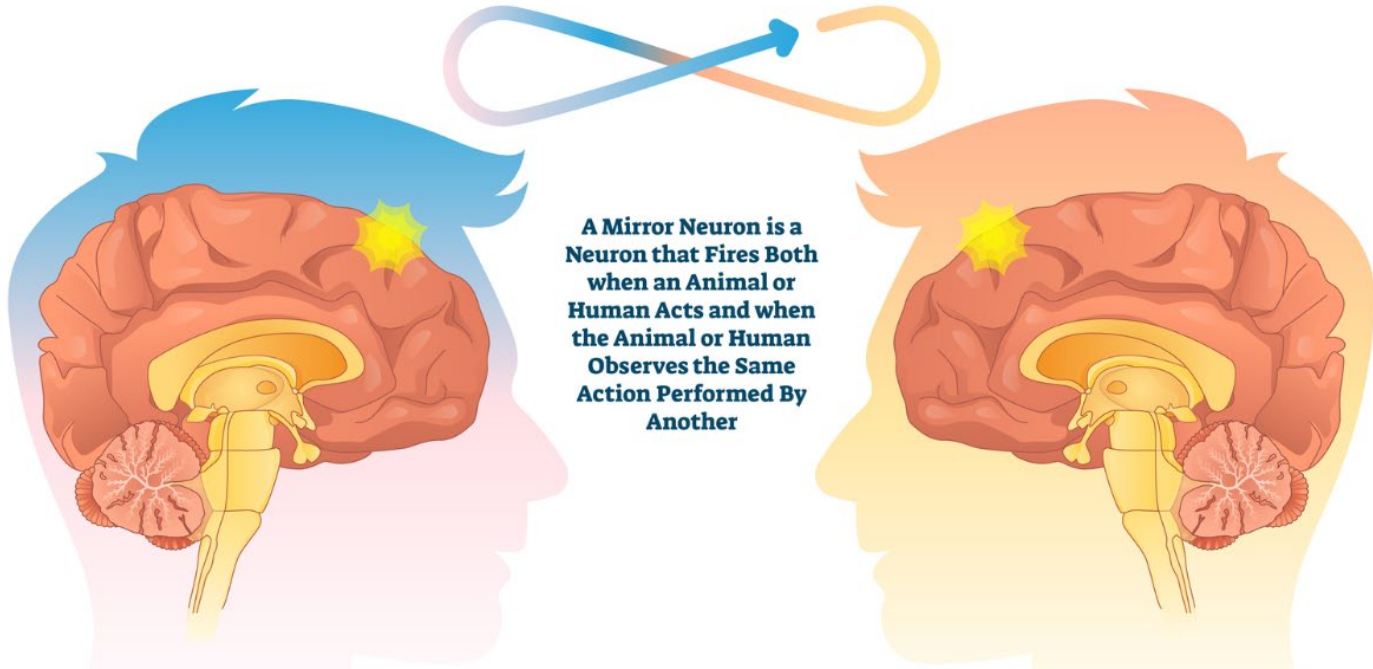
- IQ versus EQ
- Emotional intelligence:
 - Identify and understand your own emotions
 - Empathize with another person's feelings
 - Respond to emotions in an appropriate way

Developing Emotional Intelligence in children is critical but often overlooked



Emotion Regulation

- The ability to understand feelings and manage them
- Negative emotions in kids: opportunities to influence the way your child feels about herself and the world



Child imitates parents' facial expressions
Parents' mood → kids' mood





Your own parenting

Emotion Dismissing/Disapproving

- Uncomfortable with children's expression of negative emotions
- Ignore, minimize, or discourage expression of these emotions (sadness, fear, anger)

Examples

Adolescent: Mom, someone posted something terrible about me on social media.

Dad: Just ignore it, you'll get over it.

Mom: I told you not to waste on social media. You should focus on your schoolwork.

Adolescent: Mom, my teacher yelled at me in front of the whole class.

Mom: Well, what did you do to deserve that?

Case Study

Imagine your kid gets a C in school – you saw the email from the teacher and you are getting very upset...

- **Parent:** *"Why did you get a C in Math?"*
- **Your kid:** *"I don't care about grades – school is stupid!"*
- As a parent, you also get upset by saying *"You are a terrible student! You are not good at anything!"*
- You also may be **thinking:**
 - *"How can someone find 7th grade so hard, it's so easy!"*
 - *"If they think 7th grade Math is hard, what are they going to do when they go to high school and take AP Calculus?"*
 - *"They have to get all As to go to a good college"*
 - *"This kid is so ungrateful"*
 - *"They don't need to do any chores right now, just school work"*
 - *"When I was their age I didn't have these choices!"*



Thinking Traps Related to Negative Feelings

1. Binocular Vision: making things bigger or smaller than they are
2. Black-and-white thinking: everything is either great or terrible
3. Dark glasses: only seeing the negative side of things
4. Fortune telling: predicting future without evidence
5. Making it personal: blaming self for things that are not your fault
6. Blame game: blaming others for things you are responsible for
7. All alone: thinking that only you have problems and no one understands you
8. Broad brush: making judgements/broad generalizations based on one incident



Managing your own stress

- Relaxation exercises
- Time out
- Sleep
- Make a list of acceptable ways to handle anger




What is Emotion Coaching

- Be aware of your child's emotions
- Recognize emotions as an opportunity for connection or teaching
- Help your child verbally label the emotions
- Communicate empathy and understanding
- Set limits and problem solve

Emotion Coaching Parents

- Recognize child's expression as an opportunity to connect
 - Notice lower intensity emotions
 - Encourage expression of emotion
 - Explore why child is feeling a certain emotion
 - Help child figure out what to do about the reaction they are having





How did your parents deal with
your negative and positive
emotions?

- **Group discussion/Breakout
Rooms**



Why is emotion coaching tough for Asian parents?

Cultural values and beliefs

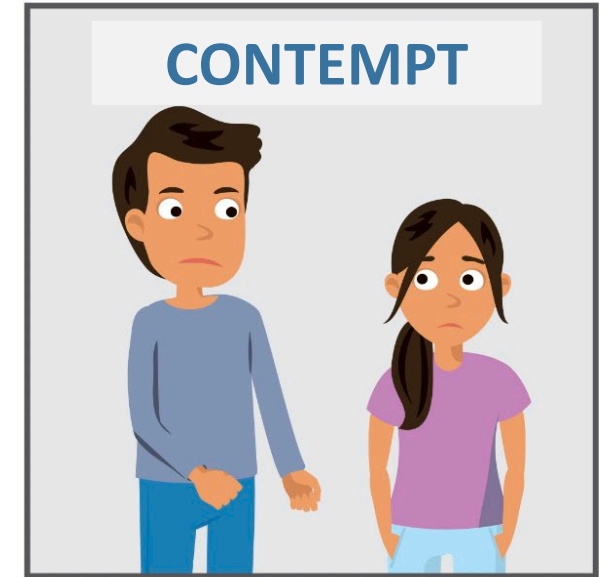
- **Asian and Asian-American children:** display less positive and negative expressions compared to Caucasian-American counterparts
- **Emotional restraint** (instead of emotional expression) is valued in Asian cultures

Benefits of emotion coaching



- Self regulation
- Fewer illnesses
- Attention
- Delayed gratification
- Cope better
- Healthy peer relationships

Parenting behaviors to try and avoid





Exercise

- **Think of a time when you engaged in one of these four behaviors (Criticism, Contempt, Stonewalling, Labeling)**
 - Describe what happened
 - How did your child respond?
 - How did you feel afterwards?
 - How did you follow up the interaction?

Challenge for next time: recognize it before you do it; come up with a plan for how you will recognize and respond to such behaviors



Behaviors to try and practice

- Trying to **avoid evaluative** language
- **Describe what you see and how you feel** *rather* than using labels
- **Process** is everything
- **Validate** your child's feelings
- Let your child come up with their own solution to a problem
- Don't jump to say "No" too quickly



5 Steps of Emotion Coaching

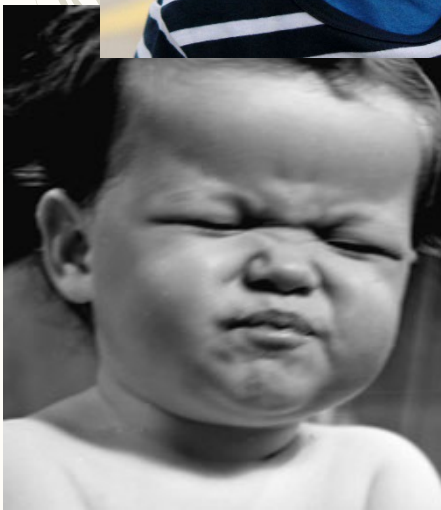
- **Step 1:** Be aware of your child's emotions
- **Step 2:** Recognize emotion as opportunities to connect or teach (“teachable moments”)
- **Step 3:** Help your child verbally label emotions
- **Step 4:** Communicate empathy and understanding
- **Step 5:** Set limits and problem solve



Step 1: Be aware of your child's emotions/feelings

Learn to read your child's emotions

- Reading emotion in the face
- *7 common emotions*



Sadness, anger, disgust, fear,
contempt, happiness, surprise



Step 1: Be aware of your child's feelings

- Reading emotions in voice
 - *Pitch*
 - *Rate of Speech*
 - *Cues of touch*



Step 2: Recognize emotions as an opportunity for connection or teaching

Middle Childhood (age 8 to 12): Through discussion and sharing (EC is successful when it is the child's choice to talk; parents must be available to listen)

Adolescent Years (age 12 to 18): Children exploring identities (EC role is to be a consultant; parents need to listen, respect and be patient with child's opinions)





Step 3: Help your child verbally label emotions

- **For younger kids:** use simpler words to describe your own emotions
- **For older kids:** use complicated words and phrases
- Show your child that it is okay to talk about feelings; encourage them to share their feelings

Activity: Make a list of emotion words



Step 3: Help your child verbally label emotions

Younger kids:

- Create a list of emotion words together – can start by saying, “Today I feel _____.” (Fill in the blank with an emotion). Then make it a game and say, “Let’s think of all the other words that mean the same thing!”
- Can find pictures in books, magazines, or movies of people showing emotions. Label them together.

Older Kids:

- Feelings log – everyday they can pick an emotion word to describe how they are feeling

Activity with child – HW



Step 4: Communicate empathy and understanding

- Communicate that you understand what your child is feeling
- Not to solve a problem or give advice; simply hear what your child says – acknowledge that you understand what was said

Examples:

- Did somebody hurt your feelings? What happened?
- What happened? What did you need when this happened?
- What was the worst part about it for you?



Step 4: Communicate empathy and understanding

- Important to do this for all older children too - show empathy rather than blame or fault

If you show interest, your child is more likely to connect with you.

Exploring statements invite your child to connect

- Some statements that will help you get started



Statements to Communicate Empathy to Your Teens:

- You must feel so _____ (helpless, hopeless, frustrated, happy, etc.)
- I wish you didn't have to go through this.
- Oh, wow, that sounds terrible.
- You probably felt really _____ (fill in the emotion)!
- No wonder you're upset.
- I'd feel the same way you do in your situation.
- That would scare me, too.
- That sounds so embarrassing.
- You must have felt like sinking through the floor.
- How annoying!



Validate Feelings

- *I know it's really sad for you to not see your friends everyday.*
- *You're disappointed that your graduation/baseball season has been postponed/canceled.*
- *I also feel sad that _____*



Step 4: Communicate empathy and understanding

Empathic statements =

Name the feeling

+

Validate the Feeling



Group Discussion

Your child disappears in a large, crowded amusement park. You are very worried about your child. After a while, somehow you and your child are able to find each other and they seem distressed.

Response: “You stupid [name]! Where did you go? I am so mad at you, we are never going to an amusement park together.”

Parent’s agenda: The parent was scared and wants to keep the child safe and prevent this from happening again.

Child’s feeling: Fear

Alternative response: “Are you okay? You must have been worried. I was too. Let’s talk over what happened.”



Role playing! *Breakout Room*

A child comes home from school and says, “I’m never going back to that class again! The teacher yelled at me in front of my friends.”

Response: What did you do to make the teacher yell at you?

Parent’s agenda: The parent wants the child to succeed at school and be liked by the teacher. The parent is worried that the child is doing something wrong at school that will result in the teacher’s disapproval.

Child’s feeling: Embarrassment

Alternative response: “That must have been so embarrassing for you.”



Role playing! *Breakout Room*

Your child comes in from outside and says, “I hate those kids. They won’t play with me. They are so mean to me!”

Response: “If you weren’t such a wimp, they would want to play with you. Don’t make such a big deal out of every little thing. You have to roll with the punches.”

Parent’s agenda: The parent wants the child to be able to get along with other children easily and not have their feelings hurt so easily.

Child’s feeling: Sadness

Alternative response: “That must have hurt your feelings. Tell me what happened.”



Step 5: Set Limits and Problem Solve

- Being present
- Don't need to solve your child's problem

95% of problem solving is understanding and empathy


- Common mistake: telling child what they ought to feel
- Accepting your child's feelings does not imply accepting the behavior. **All feelings are acceptable, but not all behaviors are acceptable.**
- If child's actions are not acceptable, important to set limits on those unacceptable behaviors



Step 5: Set Limits and Problem Solve

- Problem Solving Suggestions
 - Ask your child to list alternative solutions
 - Together with child, evaluate pros and cons for each solution
 - Help your child to select a solution to try out
 - Try role playing the solution with your child
 - Agree about a check point (next day, next week) to talk about how things are going and to decide if the solution is working

How to try and limit social media use among kids



Help your kid to be more aware of how they are feeling when they see certain content on social media

Help your kid connect with people who share their interests

Schedule a one-day break from devices each week for everyone *(including parents!)*

Encourage your kids to engage in more real-life activities

Turn off notifications and set limits on phone use



Sometimes it isn't the right time to Emotion Coach

- When you are pressed for time
- When you have an audience (other people are present)
- When you are too upset or tired
- When you need to address serious misbehavior

Teach Children Coping Strategies

Belly breathing

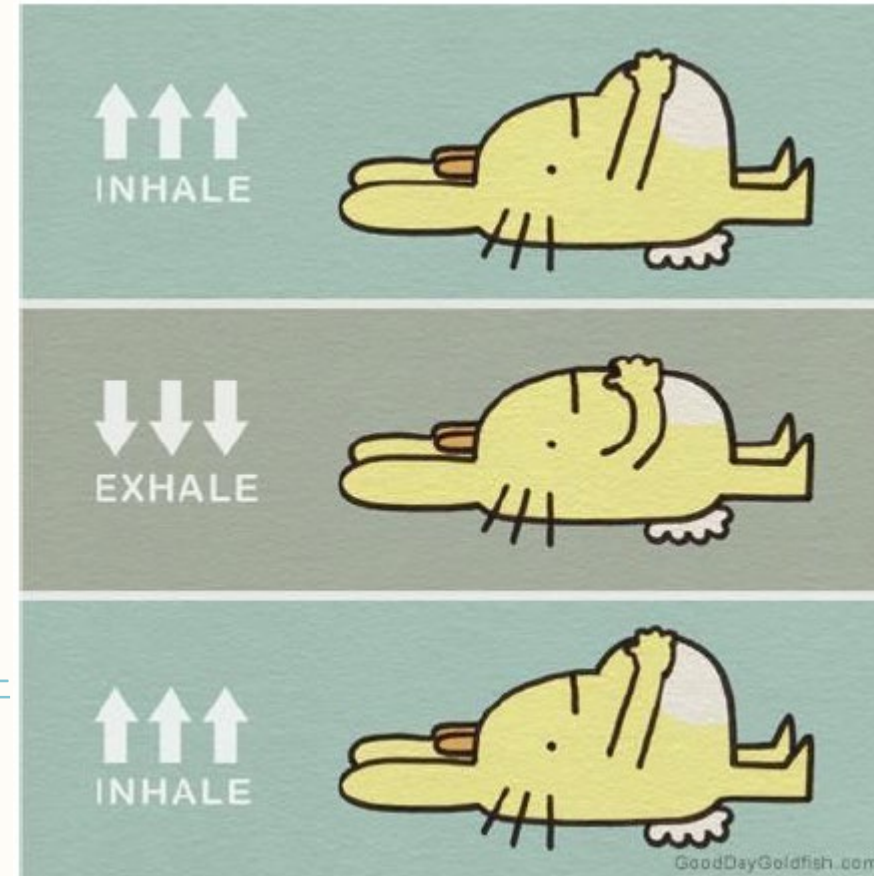
Positive self-talk: “Cixin, you can do this.”

Looking at the situation through a different lens

- What would you say to your best friend?

Other resources:

- <https://www.youtube.com/watch?v=8UE2mWPPj0k&t=>
- <https://education.umd.edu/about-college/covid-19-updates-and-resources/keep-educating>

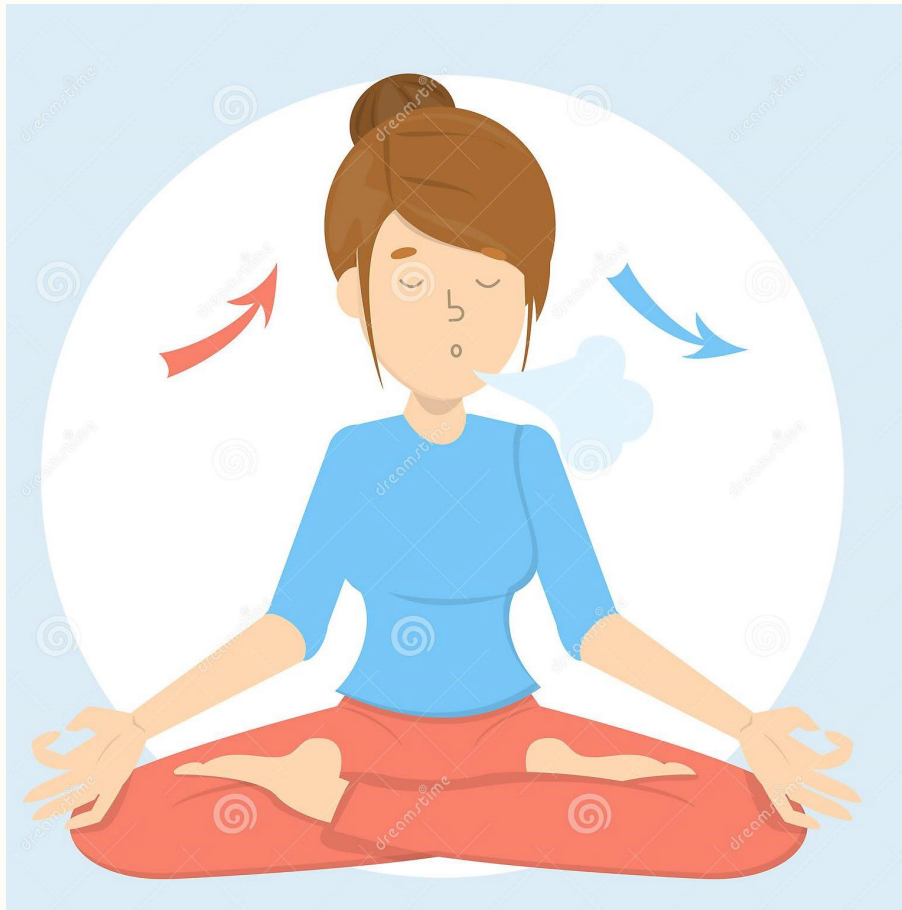




Teach Children Coping Strategies

- Are developmental
- **Must be taught**
- **Require practice:** Strategies have to become healthy habits.
- Need to be evaluated and refined: is the strategy working for me now?
- Need a tool box (you need a Plan B, C...)
- Effective coping strategies are specific to:
 - Emotion, personality, family background, culture, situation & relationship.
- ❖ Online FREE Social Emotional Learning (SEL) lessons: <https://www.secondstep.org/covid19support>
<https://www.youtube.com/channel/UCjT99EwssFEIpbSpToxgxnw/videos>

Relaxation Activity





Activity

- One new thing you learned today
- One thing you will implement



Homework

- **Emotion Words Activity** with your child
- **Practice the 5 Steps of Emotion Coaching**