



Emotion Coaching Guidance

With acknowledgements to:
Emotion Coaching UK

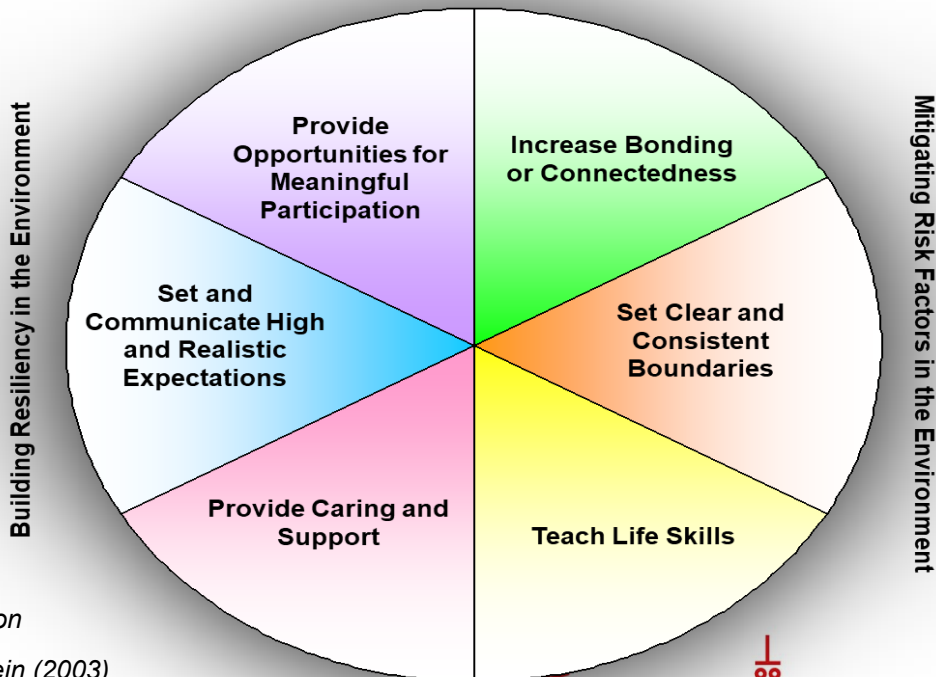


Name it to Tame it

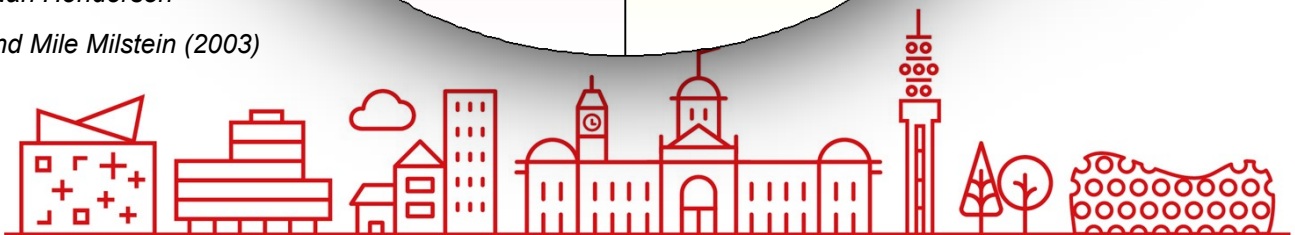
Recognising emotion as an opportunity for connection and teaching

1) How do I build my child's resilience during the Coronavirus outbreak?

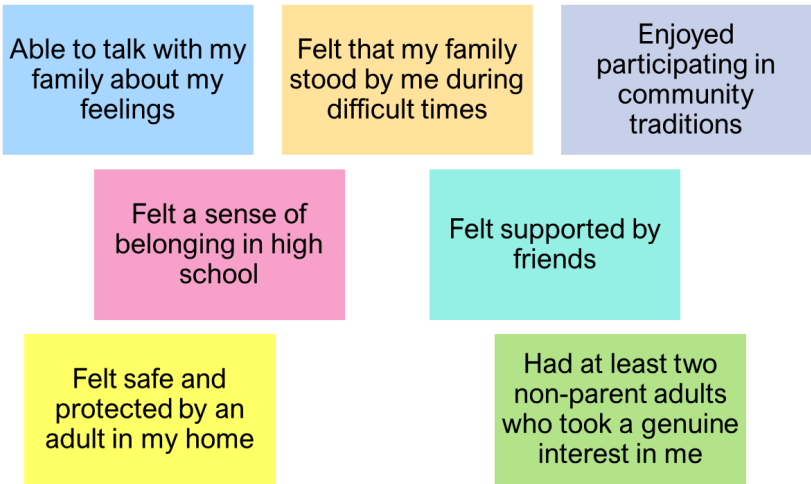
Remember that a person's ability to cope in life is to do with their balance between protective factors, risk factors and stressful life events; and the good thing for us to hold on to in times like this is that protective factors have a stronger impact on children's development than the risk factors. So if we can increase some of the protective factors from the Resiliency Wheel below, we can help to change our children's balance from vulnerability towards resilience. One way we can build some of these protective factors is through using Emotion Coaching with our children and young people.



(Nan Henderson and Mile Milstein (2003))



Positive Childhood Experiences

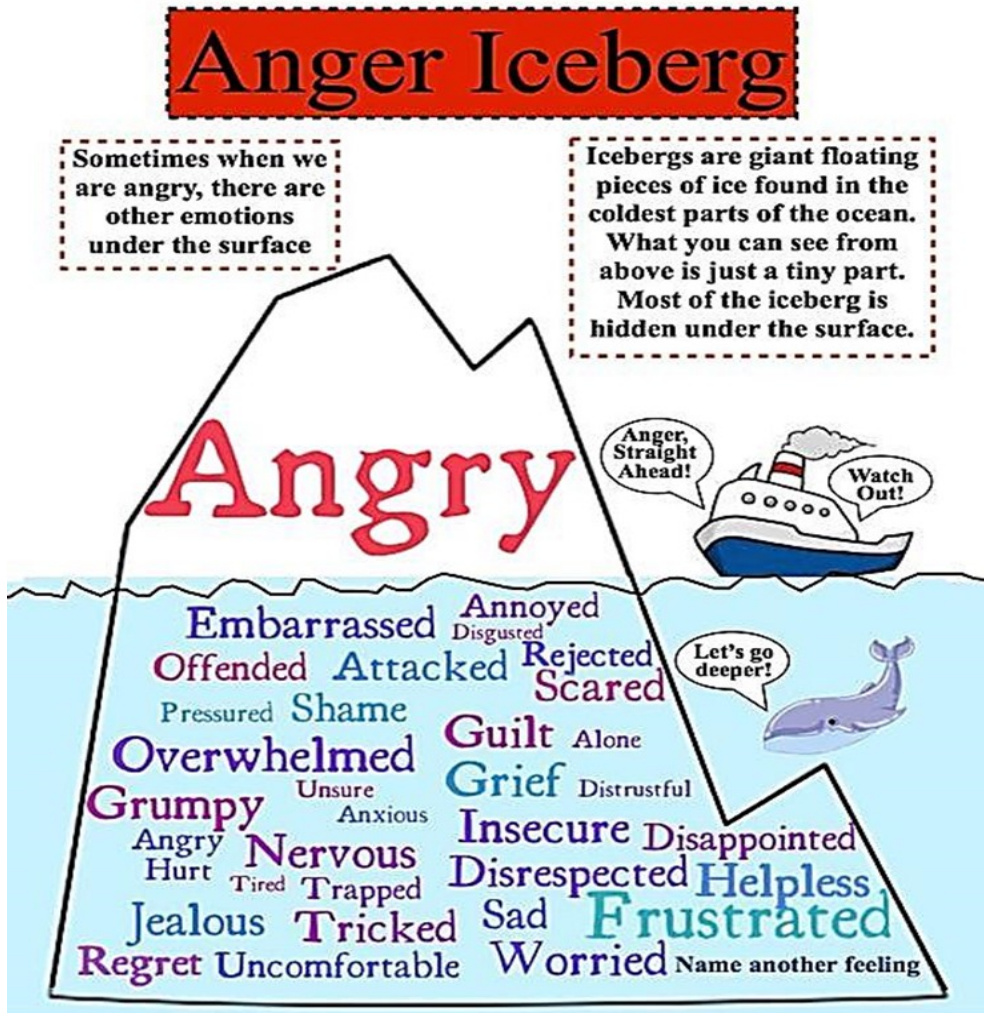


Recent research suggests that the positive experiences listed here in childhood are actually more important in helping children to cope later on in life, regardless of how many Adverse Life Experiences (ACES) the child has experienced (Bethell et al, 2019).

Although some of these are currently harder to access, we can be creative and all of these experiences are possible in some form or another during a Coronavirus Lockdown!

2) My child’s behaviour is through the roof!

The challenges presented by the Coronavirus outbreak will be pushing many of us - adults and children alike - to our limits! It is hard to adapt to the new ‘normal’ during this time, to find and get used to new routines and to adapt to the changing circumstances we find ourselves in. We may find that our children are using their behaviour to communicate to us how they are feeling, and sometimes we might see aggressive (what we see as angry) behaviours. But we need to try and remember to think about the emotions that might be lying underneath this angry reaction. Anger is at the ‘tip’ of the iceberg, and we need to explore further and help our children and young people to recognise and understand all the feelings going on underneath that are driving their ‘angry’ behaviour.



3) Are you looking after your own emotional wellbeing?

We can't offer children everything they need when we are feeling stressed and overwhelmed ourselves. Just like the aeroplane stewards tell us; we need to make sure we can breathe first before we can help our child to breathe.

Emotion coaching is not easy if you are having difficulty managing your own emotions. Be aware of how you are feeling, and make sure you are keeping yourself as physically and mentally healthy as you can during the Coronavirus outbreak.

“Put on the oxygen mask first before putting it on your child”

Self-regulation before co-regulation



How do you react to others' emotions?

How does children's behaviour make you feel?

How do you self-regulate?

◆ Soothing ourselves

Self-regulation is our ability to understand and manage our big feelings in response to things happening around us. As adults we all soothe our distress in a variety of ways every day. During this period of unknowns, changes and losses in various forms, we are likely to feel overwhelmed at times ourselves as we make sense of this collective trauma and the impact it has on us individually. Self-regulation means soothing our nervous system so we can manage our own big feelings and therefore manage the feelings of others in our care (co-regulation).

◆ Practice self-regulation before co-regulation

Self-Regulation Menu

We know that regulating ourselves throughout the day via **mini-rituals - little and often** - using the resources and time we have available enables us to soothe our nervous system.

What can you order today from the self-regulation menu?

5 minutes

- Conscious slow deep breaths
- Hand massage using scented lotion
- Looking outside at nature
- Stretch/body scans
- Listen/dance to a favourite song
- Hug someone you are in isolation with

15 minutes

- Read a chapter of a book
- Journal your thoughts free flow via post-it notes and immediately bin them
- Tidy a drawer
- Caring for your body through nutritional snacks
- Call someone

30 minutes

- Go for a walk/run
- Playing games with household members
- Group phone calls
- Get crafting
- Baking/cook a new recipe
- Gardening
- Practice your positive self talk and reframing during this time, e.g. "I can", "I get to"
- Having fun playful downtime

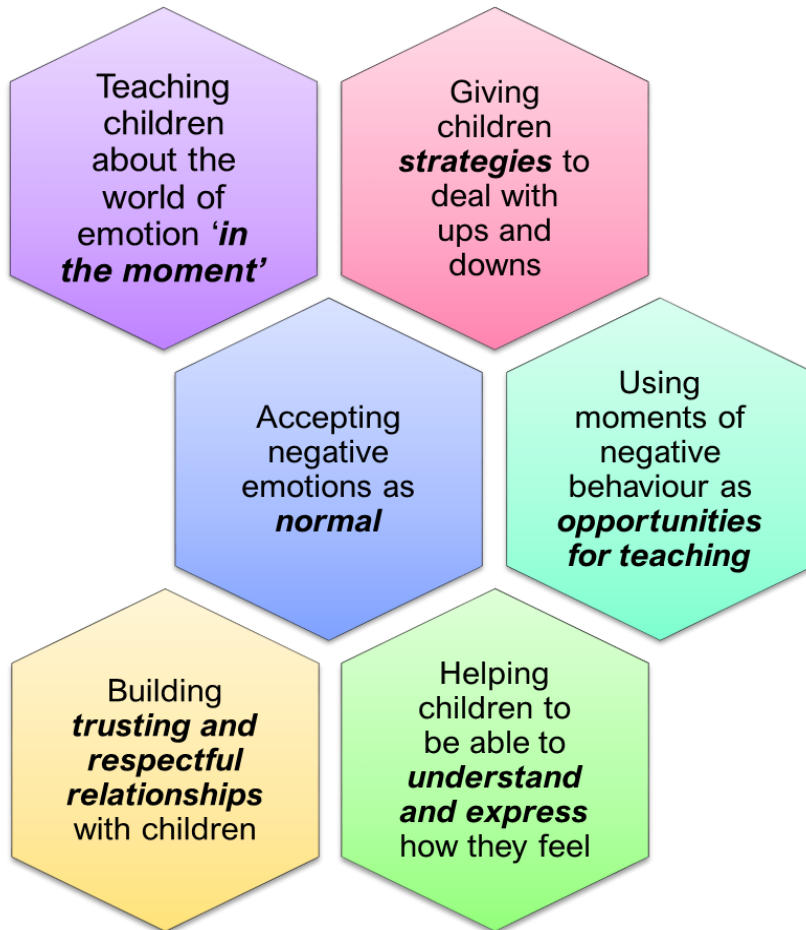
Repetitive, Rhythmic and Rewarding - it has to be enjoyable!

If young children make solo activities unrealistic, seek out those that you can enjoy together – baking bread, making art!

Reflection

- ✓ **It is OK to take things slow**
- ✓ **I am doing my best**
- ✓ **I accept some days will be trickier than others**

4. So what is Emotion Coaching all about?



- ✓ Genuinely **empathising** with our children and trying to see things from their point of view. This doesn't mean agreeing with them, just viewing things from their perspective.
- ✓ Recognising all emotions as being **natural and normal** and not always a matter of choice.
- ✓ Recognising behaviour as a **communication** with us about how they are feeling.
- ✓ Looking for **physical** and **verbal** signs of the emotion being felt.
- ✓ Feeling more **confident and positive** in our relationships with our children.
- ✓ Being calmer and having easier access to **control and rationality** when dealing with emotional children.

Emotion coaching is simple to use, no special time is needed, and we only need to use it about 40-60% of time for it to make a real difference!

It will help us to make valuable use of the emotional moments during this stressful time, to develop our children and young people's well-being, resilience and coping strategies for life

5) Different Styles of Dealing with Emotions

We will all have experienced different ways that others have responded to our own emotions growing up; I'm sure that you can reflect on how these different reactions made you feel during some stressful times in your own life. It is important that we avoid **dismissing** or **disapproving** of our children's feelings, making fun of them or shaming them. For example, avoid saying things like:



'There's no need to cry about it'

'You're absolutely fine.'

'Let's talk about something less depressing'

'Don't be silly'

'It's not a big deal, you just need to suck it up'

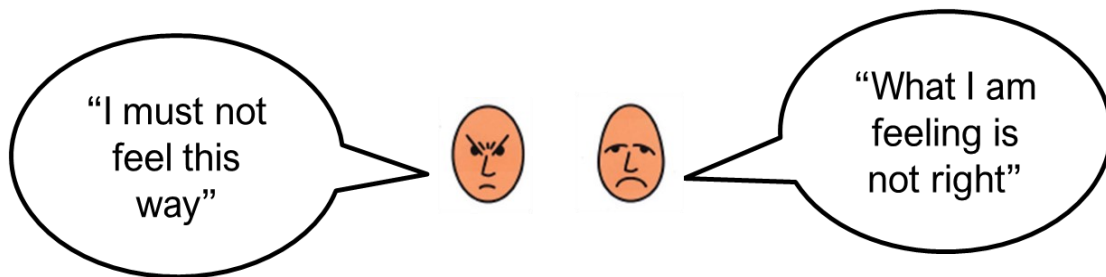
'You need to be a brave girl/boy and not get upset about this'

'Just try not to think about it'

'Its not the end of the world'

' You shouldn't be worrying about this'

This approach is likely to lead to the child feeling that they are wrong and should ignore their feelings or try to get rid of them/suppress them.



The young person will not feel heard and understood; their feelings and their perceptions are their reality. A dismissive or disapproving approach actually leads to the child having even more negative feelings like resentment, guilt, shame and anger.

It is important that children are given opportunities to experience their feelings and to learn to be able to deal with them well so that they can grow up prepared for life's challenges. See this as an opportunity for teaching them and developing these crucial coping skills for life in understanding and dealing with difficult feelings in a positive way.

Watch the following clip of the characters Sadness and Joy from the film Inside Out for a great example of emotion dismissing and emotion coaching.

<https://www.youtube.com/watch?v=QT6FdhKriB8>



6) Emotion Coaching: some important principles

✓ Name It to Tame It!

Helping our children and young people to name and label their feelings, and to tell their story, is in itself a calming process for them and will help to 'tame' that feeling!

✓ Connect before you Correct!

We need to first **connect** with our children before we try and correct their behaviour and redirect them. Try to think about what is under that iceberg of behaviour that we can see; what feelings is the behaviour communicating to us?



We might need to apply 'emotional first aid' first by helping the child/young person to calm and soothe before we can talk with them about dealing with their feelings. Children need us to 'tune in' to them and to recognise and empathise with how they are feeling, and to help them to soothe their BIG feelings. We call this 'co-regulation', and children need us grown ups to help them with this before they are able to eventually recognise, understand and calm themselves during stressful moments through 'self-regulation'.

Emotion coaching helps us to co-regulate our children's big feelings, and in doing so to develop their own skills to self-regulate when they come across these difficult feelings again in future.

✓ Use Empathy!

It can be tempting to try and make the difficult emotion go away for the child, rather than acknowledging and labelling the feeling. It can be hard to hold back and not immediately problem solve for the child. But by embracing the emotion as an opportunity for learning, and for developing their understanding and self-regulation skills, we are helping them to feel heard, understood and validated, and we are helping them to develop better coping skills for the next time they feel this way.



Sometimes we can also confuse empathy with feeling we are agreeing with a child's behaviour; but empathising with how they feel is not being lenient; we can still put boundaries in place. How the child feels is their reality. Sometimes we can also confuse sympathy and empathy. The video link below can help us understand how to empathise instead of sympathise.

<http://www.youtube.com/watch?v=1Evwgu369Jw>



7) 4 Steps to Emotion Coaching

Step 1: Recognising the person's feelings and empathising with them

You might say: "I can see that you're really worried about this, you're frowning and biting your fingers; I hear you."



Step 2: Validating the feelings and labelling the emotion

You might say: "Some other people are feeling worried about it too and it's completely normal for people to feel worried at times"



Step 3: Setting limits on behaviour (if needed)

You might say: "It's not OK to kick the furniture though, it might hurt you or break the bookcase..."



Step 4: Problem-Solving with them

You might say: "Let's have a think together about ways you can feel safer."



Emotion coaching builds a power base that is an emotional bond – this creates a safe haven, a place of trust, a place of respect, a place of acceptance, a sense of self.

This in turn leads to children and young people giving back respect and acceptance of boundaries'

(Rose and Gilbert, 2017)

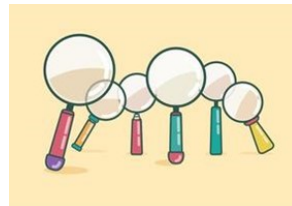
The following animation gives a helpful summary of Emotion Coaching for parents and teachers:

<https://www.youtube.com/watch?v=7KJa32r07xk>



8) How do I label and validate my child's feelings?

- ◆ Use words to reflect back their feeling and help them to label the emotion.
- ◆ Simply observe—saying what you see rather than asking probing questions which they might not know the answer to. For example:



I can see it's hard for you not knowing when you can see your friends again, not knowing can be a tricky feeling. It might make us feel worried or frustrated.

I can tell that you're getting a bit stressed about keeping on top of your schoolwork; I get that and I know that feeling on top of your schoolwork is important to you and it can feel overwhelming without your teachers there to help you. I bet that many of your class are feeling exactly the same.

I can see you're frowning and kicking the wall and you're expressing a lot of energy after hearing about not going to football today, I wonder if you might be feeling unsettled and frustrated about how different things are at the moment. We are all feeling like that, this is a totally new thing for us all to deal with.

- ◆ Telling the emotional person that you understand their emotional situation and don't blame them, helps them to feel understood, helps them to understand themselves, and helps to calm them.

9) How do I set limits and boundaries on their behaviour?

(If needed)

Always try to 'connect' through steps 1 and 2 before setting the limits, and try to avoid embarrassing the child/young person, making them feel shame or humiliation.

State the boundary limits of acceptable behaviour (positive limit setting)

Make it clear certain behaviours cannot be accepted.

Retain child's self-dignity

You are so excited to see your friends in the park today; I know it's hard but remember we can't play together at the moment

You are angry that I've taken away your phone but these are the rules everyone has to follow. I will keep it safe for you.
(Rose, 2014)

I know you're feeling really frustrated that we can't go to Football today. I feel frustrated too about missing my Aerobix class. It's not OK to speak to your father that way though even when we are feeling angry.

You can't behave like that even though you are feeling annoyed, because it is not safe.

10) How do I problem solve with my child?



When the child is feeling calm and relaxed



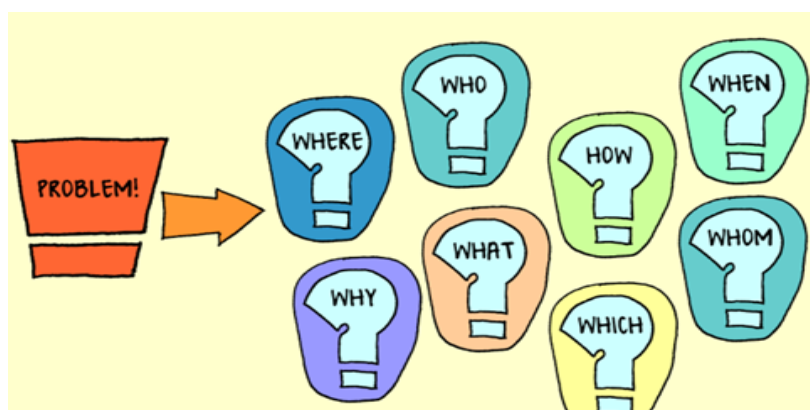
Explore the feelings that give rise to the behaviour/problem/incident



Try to help them to come up with different ideas and actions that could lead to a better outcome next time



Try to empower them to believe s/he can overcome difficulties and manage feelings/behaviour.



Most of the time children/young people don't like what they do when they become overwhelmed by their feelings, but they cannot help it; they want help to manage their emotions and resulting behaviour. Some approaches such as Comic Strip Conversations can help the child or young person with this process by drawing out what happened using stick people and speech and thought bubbles, and exploring in this way how they might deal with the situation better next time. Here is a link to some guidance:



<https://www.autism.org.uk/about/strategies/social-stories-comic-strips.aspx>

It can also help the child/young person to practice and rehearse what they might do, such as by coming up with scripts, positive self-talk, role playing the situation with you, and practicing calming strategies alongside you, experiencing what it is like to feel 'calm'.

Here are some examples of parents' problem solving scripts during the coronavirus outbreak:

- ⇒ *Would it help if we thought about some other ways you can talk to your team-mates and keep practising your Football skills at the moment?*
- ⇒ *Would you like to ... come up with a new routine together? Think about ways we can keep some of your favourite activities going? Think of some activities that help us to feel calm?*
- ⇒ *Do you remember when you had to stay off school last term when you had that tummy bug? What happened when you went back to school? What did your teacher do to help you get back into the swing of things? There are lots of people thinking about you and your friends who are in the same situation at the moment, who will be coming up with plans and ideas about how to catch you all up just like your teacher did then. What do you think might help for you to feel more in control of your work...would it help to...ask your friends or your teacher about it? Make a plan/timetable together about how to cover the topics you need to work on? Prioritise the most important pieces of schoolwork?*
- ⇒ *I know that your dad/teachers and I recognise how much effort and determination you have put into these last few months/years.... what else would help you feel that your skills and knowledge were recognised?*
- ⇒ *Is there anything we could do to help you feel like you can still talk to/be in touch with your friends?*
- ⇒ *How about we have a regular face time slot with a friend, as connecting with friends is so important to you and to me. You are so good at technology – I learn from you most of the time – and so connecting via video call should be easy for you. Let's give it a try.*
- ⇒ *It can be hard when you see someone most days and then suddenly you don't see them at all. It's normal to feel like that. What were some of your favourite things to do with them? Shall we have a go at one of those now?*
- ⇒ *Shall we think about how we can work things out so that we get the work done that we need to, but so that you also have some time to do the things you want to as well?*

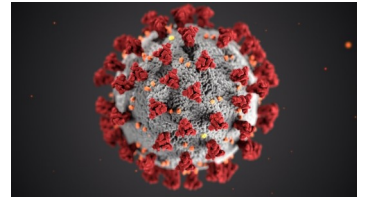


11) Here are some examples of Emotion Coaching scripts that other parents use

These scripts are included to help you to see how Emotion Coaching might work in practice, with some common challenges that Coronavirus is posing for our children and young people. Remember -no one is perfect and we only need to aim to use this approach 40-60% of the time to respond to our children's emotional ups and downs for it to make a real positive difference to their self-regulation skills. Everyone has their own style of communicating and you know your children and young people best of all, so you will know what kind of language they will understand and what is likely to be reassuring for them versus anxiety-provoking. Develop your own style of Emotion Coaching that works for you and your children; these are just examples to use as a guide/ideas and inspiration.

◆ Responding to Anxieties about Coronavirus

'I can see you're frowning and kicking the wall and you're expressing a lot of energy after hearing about ...I wonder if you might be feeling worried/angry/unsettled/upset about how different things are at the moment. We are all feeling like that, this is a totally new thing for us all to deal with. It's not OK to kick the furniture though, it might hurt you or break the bookcase. Would you like to ... come up with a new routine together? Think about ways we can keep some of your favourite activities going? Think of some activities that help us to feel calm?'



'I can see that you're really worried about this; I hear you, some other people are feeling worried about it too and it's completely normal for people to feel worried at times like this. I'm right here with you and we can have a think together about ways you can feel safer...It might help to think about your worries as your brain's way to help you keep yourself safer by being more careful about keeping our bodies healthy. Shall we think together about ways to feel safe?'

'Are you feeling a bit worried by seeing those people wearing masks? I know it can feel a bit scary for all of us when people wear those, but it will just be for a while to protect people from the Coronavirus germs so that they can stay healthy. Shall we....have a play with the doctors masks in your doctors set so that it's less scary? ... Write/draw a story about it?' (examples in Section 12).

'It must feel confusing hearing different bits of information about what is going on and making sense of it all, there has never been anything like this situation. People all over the world are going through exactly the same rollercoaster of emotions.'

'I wonder if you are feeling worried about the Coronavirus because you just heard them talking about it on the radio? It's OK to feel worried about it, and when we feel worried it's good to talk to someone about it then we can help you to feel better. Shall we... have a look at this story about it...Do you have any questions about it you would like to talk about?' (examples in Section 12 such as the ELSA Support Coronavirus Story, Huge Bag of Worries).

◆ Responding to Worries about Schoolwork/Exams

'I know it doesn't feel fair that suddenly you need to do school work at home and that is making you feel annoyed. It's normal to feel like this because of all of the changes we are having to deal with at the moment. I am finding it difficult too with my work. Shall we think about how we can work things out so that we get the work done that we need to, but so that you also have some time to do the things you want to as well?'



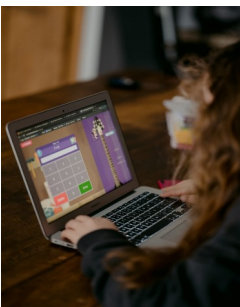
'I can tell that you're getting a bit stressed about keeping on top of your schoolwork; I get that and I know that feeling on top of your schoolwork is important to you and it can feel overwhelming without your teachers there to help you. I bet that many of your class are feeling exactly the same. Do you remember when you had to stay off school last term when you had that tummy bug? What happened when you went back to school?'

What did your teacher do to help you get back into the swing of things? There are lots of people thinking about you and your friends who are in the same situation at the moment, who will be coming up with plans and ideas about how to catch you all up just like your teacher did then. ..What do you think might help for you to feel more in control of your work...Would it help to...ask your friends or your teacher about it? Make a plan/timetable together about how to cover the topics you need to work on? Prioritise the most important pieces of schoolwork?'

'It must be so frustrating to have worked so hard and not be able to take your exams in the way you expected. I would find that really hard too. I know that your dad/teachers and I recognise how much effort and determination you have put into these last few months/years.... what else would help you feel that your skills and knowledge were recognised?'



'I know it feels tricky and hard doing all your learning at home, it is OK to take it slow, I am here for you and we can think about we can stay connected to your teachers and your friends.'



'I can see that you are finding it difficult to sit down and do school work at home when the TV is right there! I'm finding it a challenge to adjust and do my work at home too and I'm trying my best to help you and Mum. How about we work together to come up with an idea about how we can make the learning/work that you need to do more interesting for you so it is easier to get done, what do you think?'

◆ Missing Friends

'It is hard when you aren't able to see your friends and it might make you worry about when you will see them again. How about we have a regular face time slot with a friend, as connecting with friends is so important to you and to me. You are so good at technology – I learn from you most of the time – and so connecting via video call should be easy for you. Let's give it a try.'



'You are so excited to see your friends in the park today; I know it's hard but remember we can't play together at the moment. Let's go and....'

'I know it's sad that we can't invite friends to our house today, you love playing with XXXX - shall we use the video on mummy's phone to see them?'

'I can see it's hard for you not knowing when you can see your friends again, not knowing can be a tricky feeling. It might make us feel worried or frustrated. Is there anything we could do to help you feel like you can still talk to/be in touch with your friends?'



'I can see that you are getting really cross about not having the right colour pen for your picture, but I wonder if really you are feeling sad/grumpy/angry/out of sorts because you are missing being at school and seeing your friends, and things are quite different at the moment for us all. I wonder if that angry feeling is making you feel cross about lots of other things too which don't usually bother you at all. Would it help if...we drew all the things that you feel angry about and see if there's anything we can do to help? Would it help if we wrote a letter to your friends telling them how much you miss them? How do you think they will feel when they receive your lovely letter?'

◆ **Missing School Staff**

'I can see that you are upset because you are missing Miss/Mr X, I know how important s/he is to you. I miss seeing the people who help me at work too. Maybe we could make a card or something to show them you thought about them, ready for when you next see them, what do you think?'



'I wonder if you are feeling sad because you haven't seen Miss/Mr X for a while? It can be hard when you see someone most days and then suddenly you don't see them at all. It's normal to feel like that. What were some of your favourite things to do with them? Shall we have a go at one of those now?'

'I know it doesn't feel fair that you can't see Miss/Mr X right now and that is making you feel angry. It's normal to feel like this when we can't always do the things we want. Shall we take some photographs of the things you have been doing to show Miss/Mr X when we can?'

◆ **Changes to Routine**

'I know it's hard when Mummy/Daddy have to do their work and can't give you all of their attention, it can feel a bit lonely or boring for you at times. It's hard for Mummy/Daddy too. I will make sure that at 2pm we have some time together, let's try and get our work finished so that we can do something fun then - what would you like to do?'

'I know you're feeling really frustrated that we can't go to Football today. I feel frustrated too about missing my Aerobix class. It's not OK to speak to your father that way though even when we are feeling angry. Would it help if we thought about some other ways you can talk to your team-mates and keep practising your Football skills at the moment?'



'I can see that you and your brother are getting frustrated with each other, and you aren't used to being with each other all the time. It's hard for us all, even though we love each other it can be hard to be so close to each other all the time without seeing other people. We need to be kind and caring towards each other though, this is your school rule and the rule at home too. It is not OK to hurt each other/fight with each other. I wonder if it would help if... we make sure we each have our own personal space when we need some time out with our favourite things/ photographs in it? ... We schedule in some time on your own with Mummy/Daddy?... We schedule in a time for each of you to Facetime with your friends?'

'It is OK to feel angry that we cannot go on holiday now/celebrate a special occasion/event right now, I know you were looking forward to it. Shall we think of other ways we can celebrate, and plan a big special celebration when we can meet up with our friends/family again?'

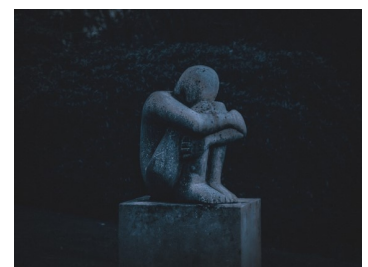
'Soft play is closed at the moment, I know that's hard for you because you love that big blue slide! When it opens again Mummy will tell you - can we try and make a slide at home?'

'I wonder if part of you feels guilty or ashamed because you think you did something wrong, we are all making mistakes and I want you to know you are safe and loved.'

'Maybe you are feeling confused because you are not used to not seeing me as much? I get that; I'm not used to seeing so much of you and Daddy either! We are all doing our best to help stop the germs and keep everybody safe by staying home with our families for a while.'

◆ Loss and Bereavement

The Educational Psychology Service is providing separate guidance about dealing with loss and bereavement with children. There are a few example scripts here, but we would advise that you look at the more detailed guidance on this because Emotion Coaching should be part of a holistic approach.



'It can really hurt when we lose someone we love, it's hard for us all. You really loved Nana didn't you? ... You had some lovely times together didn't you?'

'I have something to tell you and it is upsetting. has been ill and has now died. Mummy/daddy is feeling very sad. When someone dies, it can take a while for us to understand what has happened and to feel sadness. This is normal. It does not mean you do not care. It means you are taking time to understand and that might take a long time. Sometimes we get upset and cry and sometimes we get angry. Sometimes we feel bad about something we said to the person who died. All this is normal. When you need to and are ready, give me a sign (agree sign) or tell me and we can be sad and grieve for Together

'I know you are feeling really sad and angry about Grandad dying. That's OK, I am feeling sad and angry too and it is normal to feel like this when someone dies. It will take us time to heal, but we will always remember Grandad and he will always have a very special place in our hearts. Shall we make a memory box about all our special times that we remember with him? Would you like something that belonged to him to look after to remind you of him?'

'Maybe a part of you is feeling scared, hearing about ...'s grandad passing away from the Coronavirus and it is making you think about people who are ill and we can't see them. Most people who get Coronavirus will get better though. Would it help if we face-timed/texted with ... to see how they are? We could read this story together about Coronavirus so we can understand better how people can stay safe?' (Examples in Section 12).

'Maybe a part of you feels rejected or not seen/heard enough because Mum is missing someone who is no longer here. I know it feels like she doesn't care about you but she loves you very much. I wonder what you need from her right now?'

'I've noticed you are smiling less, and trying to avoid seeing me. It's OK to not say anything, we can maybe just draw, I know sometimes when we feel lots of big feelings inside of us, drawing, singing, colouring, can help. What would you like to do?'

'It doesn't feel real to you right now, I am going to be with you, we are going to take this at your pace.'

12) Where can I get more advice and support?

Resources provided by Birmingham Educational Psychology Service relating to supporting children, young people, families and schools during the Coronavirus outbreak can be found here:

<http://www.birminghameducationsupportservices.co.uk/Page/16955>

Visual stories are a useful way of helping children to understand the Coronavirus. Here are some links to some good examples:

- ◆ ELSA: Coronavirus Story for Children:
<https://www.elsa-support.co.uk/coronavirus-story-for-children/>
- ◆ Hello! Story about Coronavirus for young children:
https://660919d3-b85b-43c3-a3ad-3de6a9d37099.filesusr.com/ugd/64c685_319c5acf38d34604b537ac9fae37fc80.pdf
- ◆ A social story about pandemics (Carol Gray):
<https://carolgraysocialstories.com/wp-content/uploads/2020/03/Pandemics-and-the-Coronavirus.pdf?fbclid=IwAR23zxNlbEumpw4oKlM7Xy3VlKnA25b8Gi53N6YiFleKB9Vx0LQypSPYzzg>
- ◆ A Social Story about the coronavirus:
<https://www.ppmd.org/wp-content/uploads/2020/03/The-Corona-Virus-Free-Printable-Updated-2-The-Autism-Educator-.pdf>
- ◆ A comic strip exploring coronavirus to help young people understand: <https://www.npr.org/sections/goatsandsoda/2020/02/28/809580453/just-for-kids-a-comic-exploring-the-new-coronavirus?t=1584464333506>

Video can also be a powerful medium for helping children to understand what is currently happening:

- ◆ Information video on Coronavirus for Primary age children (KS2) (Brainpop):
<https://www.brainpop.com/health/diseasesinjuriesandconditions/coronavirus/>
- ◆ Information video on Coronavirus for older children/adults (WHO):
<https://www.youtube.com/watch?v=mOV1aBVYKGA&feature=youtu.be>

Acknowledgments to West Sussex EPS

There is currently a lot of uncertainty and worry around the coronavirus outbreak and children and young people will be affected by the huge changes that are going on around them - regardless of their age or any additional needs. It is important that adults explain what is happening to children and young people in an age appropriate way, so they understand what is happening. Some useful links as a starting point for this are:

- ◆ Talking to children about Coronavirus (British Psychological Society):
<https://www.bps.org.uk/news-and-policy/talking-children-about-coronavirus>
- ◆ Talking to Children (Childmind):
<https://childmind.org/article/talking-to-kids-about-the-coronavirus/>
- ◆ How to talk to your child about coronavirus (UNICEF):
<https://www.unicef.org/coronavirus/how-talk-your-child-about-coronavirus-covid-19>
- ◆ Tips and guidance on supporting preschool children (Zero to Three):
<https://www.zerotothree.org/resources/3210-tips-for-families-coronavirus>
- ◆ Talking to children (National Association of School Psychologists):
[https://www.nasponline.org/resources-and-publications/resources-and-podcasts/school-climate-safety-and-crisis/health-crisis-resources/talking-to-children-about-covid-19-\(coronavirus\)-a-parent-resource](https://www.nasponline.org/resources-and-publications/resources-and-podcasts/school-climate-safety-and-crisis/health-crisis-resources/talking-to-children-about-covid-19-(coronavirus)-a-parent-resource)
- ◆ Anxiety and world news: This is a great website for parents/carers containing the latest psychological news and research:
<https://www.heysigmund.com/anxiety-in-children-after-world-trauma/>

Acknowledgments to West Sussex EPS

- ◆ Coronavirus talking points for parents and teachers:
<https://www.tinabryson.com/news/coronavirus-talking-points-for-parents-amp-teachers-with-the-whole-brain-child-approach>

Book Recommendations for Supporting Children and Young People through Anxiety and Worries (various ages):

Something Bad Happened: A Kid's Guide to Coping with events in the News. Dawn Huebner -Ages 6-12. How to process different world events.

https://www.amazon.com/Something-Bad-Happened-Coping-Events/dp/1787750744/ref=sr_1_1?keywords=Something%2Bbad%2BHappened%3A%2BA%2BKid%E2%80%99s%2BGuide%2Bto%2BCoping%2Bwith%2Bevents%2Bin%2Bthe%2BNews&qid=1582316703&sr=8-1

What To Do When You're Scared & Worried: A Guide for Kids. James J Crist -Ages 9-13. A help guide to processing fears and worries.

https://www.amazon.com/What-When-Youre-Scared-Worried/dp/1575421534/ref=sr_1_1?keywords=What%2BTo%2BDo%2BWhen%2BYou%E2%80%99re%2BScared%2B%26%2BWorried%3A%2BA%2BGuide%2Bfor%2BKids&qid=1582316733&sr=8-1

Have You Filled A Bucket Today? A Guide to Daily Happiness for Kids. Carol McCloud -Encourages positive behaviour and expressing kindness and appreciation.

https://www.amazon.com/Have-Filled-Bucket-Today-Bucketfilling/dp/099609993X/ref=sr_1_1?keywords=Have%2BYou%2BFilled%2BA%2BBucket%2BToday%3F%2BA%2BGuide%2Bto%2BDaily%2BHappiness%2Bfor%2BKids&qid=1582316760&sr=8-1

How are you Peeling: Foods with Moods Saxton Freymann & Joost Elffers -Explores how emotions look through pictures of Foods. A good way to talk about emotions with young children.

https://www.amazon.com/How-Are-Peeling-Scholastic-Bookshelf/dp/0439598419/ref=sr_1_1?keywords=How%2Bare%2Byou%2BPeeling%3A%2BFoods%2Bwith%2BMoods&qid=1582316792&sr=8-1

The Way I Feel. Janan Cain -Explores Feelings. A good way to talk about emotions with young children.

https://www.amazon.com/Way-I-Feel-Janan-Cain/dp/1884734715/ref=sr_1_1?keywords=The%2BWay%2BI%2BFeel&qid=1582316904&sr=8-1

A Terrible Thing Happened. Margaret M Holmes -Ages 4-8. A story for children who have witnessed violence or trauma.

https://www.amazon.com/Terrible-Thing-Happened-Margaret-Holmes/dp/1557987017/ref=sr_1_1?keywords=A%2BTerrible%2BThing%2BHappened&qid=1582316931&sr=8-1

The Huge Bag of Worries by Virginia Ironside and Frank Rodgers. Discusses the importance of children talking about their worries so that they don't build up and become unmanageable.

https://www.amazon.co.uk/s?k=a+huge+bag+of+worries&ref=nb_sb_noss_2

Sources of Support for Child, Young Person and Adult Well-Being:

A guide about what to expect age by age around anxiety, strategies and tips on when to get help:

<https://www.heysigmund.com/age-by-age-guide-to-fears/>

Helping children cope with stress (WHO):

https://www.who.int/docs/default-source/coronaviruse/helping-children-cope-with-stress-print.pdf?sfvrsn=f3a063ff_2

Advice for young people (11+) who are feeling anxious about Coronavirus (Young Minds):

<https://youngminds.org.uk/blog/what-to-do-if-you-re-anxious-about-coronavirus>

Advice for older pupils and adults about looking after their emotional well-being.

<https://afsp.org/taking-care-of-your-mental-health-in-the-face-of-uncertainty/?fbclid=IwAR3ScDBfuhV5INKyutAG9IPNm4JnjlLOmHxv5w8SR9pBbDDU-8Hhy1QH-L8>

Supporting Students Experiencing Childhood Trauma: Tips for Parents and Educators:

<https://www.nasponline.org/resources-and-publications/resources-and-podcasts/school-climate-safety-and-crisis/mental-health-resources/trauma/supporting-students-experiencing-childhood-trauma-tips-for-parents-and-educators>

Ideas from Special Needs Jungle to support children with anxiety around coronavirus:

<https://www.specialneedsjungle.com/calming-coronavirus-anxiety-children-everyone-else/#Update>

How to protect your mental health (BBC):

<https://www.bbc.co.uk/news/health-51873799>

Coronavirus and your wellbeing (Mind UK):

<https://www.mind.org.uk/information-support/coronavirus-and-your-wellbeing/>

5 ways to wellbeing (Mindkit):

<https://www.mindkit.org.uk/5-ways-to-wellbeing/>

Smiling Mind: Smiling Mind is a great mindfulness app/website for the whole family (Age 7+):

<https://www.smilingmind.com.au/>

Cosmic Kids- Yoga and Mindfulness (3+):

<https://www.youtube.com/user/CosmicKidsYoga>

Mental Health First Aid Weekly Well-Being Check-up:

<https://mhfaengland.org/mhfa-centre/campaigns/mhaw2018/Weekly%20Wellbeing%20Checkup.pdf>