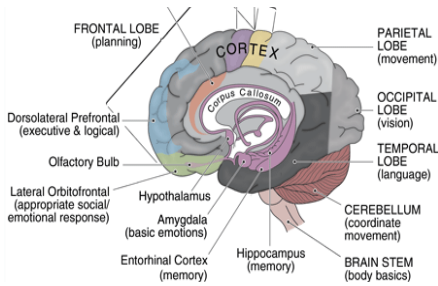


The Ring of Fire: Managing Emotional Distress in School

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What is behavior?

1. Behavior is not inborn. Behavior is learned!
2. Every behavior has a function.
3. People are rarely aware of the function of their behaviors.
4. Respondent behavior = behavior elicited by an event (e.g., seeing a snake elicits fear and flight).
5. Operant behavior = behavior maintained by consequences (tantrums are reinforced by getting a desire outcome).
6. Most behaviors are both respondent and operant.

Manipulation versus learned behavior

Manipulation = a behavior done to achieve a specific outcome, usually done in a skillful manner and with a full awareness of its function and goal.

Learned behavior = a behavior that was reinforced in the past and may or not be done skillfully or with awareness.

The Biosocial Model

Is this a green kid or an orange kid?



The Biology (Mood Disorder)

- # 1 High sensitivity
- #2 High reactivity
- #3 Slow return to baseline

The Sociology (Invalidating Environment)

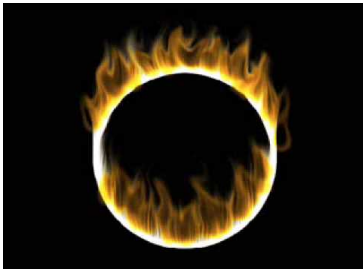
1. Overly critical and/or judgmental stance
2. Excessive reliance on punishment
3. Modeling behaviors that parent wants to extinguish in a child
4. Nonacceptance of the child as not fitting the picture the parent was expecting or hoping for.
5. Manipulation explanation for behaviors.
6. A dead-lock stance – “He needs to change first and show me that he means it!”
7. “Shoulds”
8. Rigid insistence on being right on the basis of being the parent and the adult in the relationship.

Child is in distress →

Parent feels anxious, wants to comfort, problem solve, fix →

Parent manages the distress through problem solving, capitulating, rescuing →

Child learns if I express my distress enough, someone will make it better.



Tackling a problem

1. Solve the problem
2. Change the way you feel about the problem
3. **ACCEPT**
4. Stay miserable
5. Make the problem worse

Communicating needs or wants

1. Do you *need* me to do it **FOR** you? Do you *want* me to do it **FOR** you?
2. Do you *need* me to do it **WITH** you? Do you *want* me to do it **WITH** you?
3. Do you *need* me to **WATCH YOU** do it? Do you *want* me to **WATCH YOU** do it?
4. Can you do this **alone**?

Managing *distress*

- Temperature
- Intense exercise
- Paced breathing
- Progressive muscle relaxation

Self-soothe

- Vision
- Hearing
- Smell
- Taste
- Touch

DISTRACT

- Do something else (play a game, draw, sing, listen to music, exercise)
- Imagine (a happy place)
- Stop thinking about it (imagine shutting your problem in a box)
- Think about something else (lists, observe)
- Remind yourself (of other times when you felt better)
- Ask (someone to help you)
- Count (your breath, things in the room)
- Take a break (hold a stuffed animal, get a cold drink)

Mindfulness

- Observe** (Teflon mind)
- Describe** (stick to the facts)
- Participate** (mind and body in the same place)
- Non-judgmentally** (effective or ineffective vs. good or bad)
- One-mindedly** (stop multi-tasking)
- Effectively** (using skills vs. needing to be right)

Social-emotional development is correlated with cognitive development, and the two together can provide a more holistic view of a child's strengths, functioning, and areas in need of improvement.

Although many education policies focus on literacy, language, and other cognitive functions, emotional and social stability is "the foundation on which cognitive growth is built" (Waltz, 2013).

Social-emotional development refers to a child's capacity for self-respect, trust, and empathy as well as the capacity to develop competencies in language usage and cognitive curiosity (NCSL, 2005).

Children with strong social skills who handle their emotions well are better equipped to handle the demands of engaging with school, forming and fostering friendships, and developing their sense of identity.

"If your emotional abilities aren't in hand, if you don't have self-awareness, if you are not able to manage your distressing emotions, if you can't have empathy and have effective relationships, then no matter how smart you are, you are not going to get very far."

Daniel Goleman
