

WEBVTT

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Okay.

2 "Andersen, Dana" (1323228928)

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Welcome and thank you for calling into Cigna's Evernorth 2025 children and family awareness series. My name is Dana Anderson, and I am a coaching and support case manager here at Evernorth Cigna. And due to the format of this call, you will not be able to ask questions during the teleconference. The teleconference will be opened up for Q and A at the completion of the presentation via Slido. A handout for today's seminar is available online@Cigna.com forward slash.

3 "Andersen, Dana" (1323228928)

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Children's families, and please note that not all policies covers today's topic. So for more specific information, if your policy covers topics discussed in today's seminar, please contact the number on the back of your insurance card.

4 "Andersen, Dana" (1323228928)

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And today I have the pleasure of introducing dr. Nalani Massour, and this seminar is about creating awareness regarding the need for emotional regulation and children and adults is much, is a much needed topic and this stays starts by building.

5 "Andersen, Dana" (1323228928)

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They're aware of this with the primary caregivers such as families, schools, etc. Emotional regulation is the person's ability to effectively manage and respond to an emotional experience. While all people occasionally use less than ideal emotion regulation strategies, individuals who regular experience what feels like overwhelmed.

6 "Andersen, Dana" (1323228928)

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I mean intense negative emotions are much more likely to rely on unhealthy strategies to cope. So, dr. Missor is one of the behavioral health medical directors here with Cigna Evernorth. She is board certified in psychiatry, psychiatry in addiction medicine. She has an extensive experience working with patients of variant age groups.

7 "Andersen, Dana" (1323228928)

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Changing from Newborn through 100 in various settings including emergency room, inpatient and in outpatient various countries across

for work span. One of our passions is teaching medical students, residents, and fellows going through medical training. So we would like to thank you for being here today. You are now welcome to start your presentation.

8 "Andersen, Dana" (1323228928)

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Yeah.

9 "MISIR, DEVINALINI" (1000884992)

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Thank you, thank you for that introduction. So today we are going to take a look at emotional regulation in our children and adullah sons. So what's emotion?

10 "MISIR, DEVINALINI" (1000884992)

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Now the emotion it originates as a sensation in the body. They are intense feelings and it lasts for like few seconds to minutes. So emotion is a term that gets thrown about, but then there are other terms that somewhat, you know, feels alike or looks alike, and these are terminologies that we are going to also take a look at. So emotions are controlled by chemicals, our brains release.

11 "MISIR, DEVINALINI" (1000884992)

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In response to a trigger or an event, basically our body's response to whatever's happening around us. These chemicals go throughout our body, forming a feedback loop between our body and the brain creating emotions.

12 "MISIR, DEVINALINI" (1000884992)

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Emotions are always based on an external stimulus and almost always it comes and goes quickly. In addition to being specific and a reaction to something, emotions are corresponding and universal facial expression and the body language.

13 "MISIR, DEVINALINI" (1000884992)

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So while emotions start as sensations in the body, feelings are generated from our thoughts about those emotions. Or in other words, feelings are how we interpret emotions. We use the word feel for both physical and emotional states.

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For instance, we can feel cold both physically and emotionally. Feelings can be diluted or distorted by the stories the unconsciously create in our head based on our past experiences.

15 "MISIR, DEVINALINI" (1000884992)

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On the other hand, mood, it's a state of mind or a general feeling that can influence your thoughts, your behaviors, and your actions. Moods tends to be less intense than emotions.

16 "MISIR, DEVINALINI" (1000884992)

00:04:55.229 --> 00:05:13.079

They do not necessarily depend on an event or a trigger, rather than being how you feel in each moment, your mood is how you feel over a span of time. Mood is influenced by the environment, by your diet, your exercise.

17 "MISIR, DEVINALINI" (1000884992)

00:05:13.079 --> 00:05:28.259

Physical health and what you choose to think about. They can last for minutes, hours or days. They do not have any unique or corresponding, nonverbal facial expression or body language.

18 "MISIR, DEVINALINI" (1000884992)

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So we talked about emotion, feeling, and mood. Now let's talk about emotion regulation. Emotional regulation is being aware of one's own emotions and being able to adapt emotional responses in a way.

19 "MISIR, DEVINALINI" (1000884992)

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That's appropriate to the situation. This involves managing difficult and uncomfortable emotions which might also mean delaying gratification. Some developmental tasks that require emotional regulation include.

20 "MISIR, DEVINALINI" (1000884992)

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Tolerating frustration, tolerating being alone for a reasonable period of time, engaging with others, developing friendship, recognizing danger, coping with anxiety and fear. Defending oneself within bounds of acceptable behaviors.

21 "MISIR, DEVINALINI" (1000884992)

00:06:30.899 --> 00:06:50.899

And developing interest and motivation in learning So why is our emotional regulation important? Why do we need to learn how.

22 "MISIR, DEVINALINI" (1000884992)

00:06:50.899 --> 00:07:11.249

How to regulate our emotions. Emotional self regulation, it's a skill that we learn and develop throughout childhood and other lesson and into adults hood. Learning how to process emotions and respond with

appropriate behavior is essential for a person's well being.

23 "MISIR, DEVINALINI" (1000884992)

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Lacking emotional self regulation can perpetuate negative emotions. It can also have social repercussions such as damaging your relationship with others. Stronger self regulation predicts higher income, better financial planning, fewer risky behavior.

24 "MISIR, DEVINALINI" (1000884992)

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Years like substance use or violence or and decreased health care cost.

25 "MISIR, DEVINALINI" (1000884992)

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So we are all now familiar with the terms tempo tantrums. Sorry, 1 s.

26 "MISIR, DEVINALINI" (1000884992)

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Next slide, temper tantrums. So you're all familiar with the term temper tantrums, but what is it? Emotional dysregulation in children is called temper tantrums. Tantrums most commonly occur between the ages of two and three.

27 "MISIR, DEVINALINI" (1000884992)

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But may occur in as anger as twelve months. They can be normal in a child's development and usually they outgrow by, you know, age four. Researchers have found that tantrums occur in.

28 "MISIR, DEVINALINI" (1000884992)

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About 87 % of children ranging between 18 to 24 months of age, 91 % between 30 to 36 months of age and 59 % between 42 to 48 months of age.

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So we can see that it's pretty common. So it's common for toddlers to have a tantrum at least once a day, as in the case for 20 % of two year olds and 18 % of three year olds and 10 % of four year olds.

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Five to 7 % of one to three year olds have tantrums lasting at least 15 min, three or more times a week. Children with language deficits or autism may have more frequent.

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And aggressive tantrum behaviors because of the additional frustration associated with difficulty expressing themselves. There are NO documented differences in the prevalence of temper tantrum by gender, race or ethnicity.

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Tantrums are often disproportionate to the circumstances. In other words children react very strongly to what is likely a mild situation. E.g., you might tell your child to put away a toy.

33 "MISIR, DEVINALINI" (1000884992)

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Or turn down their request for a treat. This may lead to the trashing, yelling, hitting behaviors. Tantrum usually lasts between two to 15 min. Tantrum may also learn that tantrums are an effective way.

34 "MISIR, DEVINALINI" (1000884992)

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To get what they want or avoid what they do not want. Also toddlers learn through exploring their environment and may become frustrated when others prevent them from doing this such as when an adult intercedes for safety reason.

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Sometimes off during temper tantrum, children can have what is called breath holding events, which affects about .1 to 4.6 % of the population. And these are typically healthy children. So breath holding spells occurs between six months and five years of age.

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With onset between six and 18 months and they typically disappear by five years of age. For both toddlers and older children, there are things that can make tantrum more likely to happen. So who gets these temper tantrums?

37 "MISIR, DEVINALINI" (1000884992)

00:11:13.229 --> 00:11:30.299

Temperament influences this, influences how quickly and strongly a child might react to things like frustrating events or changes in their environment. Children who are more sensitive might be more easily upset by these things.

38 "MISIR, DEVINALINI" (1000884992)

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Stress, hunger, tiredness, overstimulation can make it harder for children. They express and manage feelings and stay calm. Situations

that children just can't cope with, such as a toddler might have a trouble coping if an older child takes a.

39 "MISIR, DEVINALINI" (1000884992)

00:11:51.439 --> 00:12:10.559

Toy away. Strong emotions like worry, fear, shame, and anger can be overwhelming for these children. Majority of temper tantrum in toddlers are called as typical temper tantrums and they are part of normal toddler behavior.

40 "MISIR, DEVINALINI" (1000884992)

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Atypical tantrums can be a presenting feature of behavioral and psychiatric disorder, which we will take a look at in the present later in the presentation so we talked.

41 "MISIR, DEVINALINI" (1000884992)

00:12:30.559 --> 00:12:55.519

About temper tantrums. Let's now take a look at what might help these tantrums pass with less distress for everyone. So make sure that your child and others nearby are safe when a child is having a temper tantrum. This might mean carrying your child somewhere else if you need to. Once your child is in a safe place, calmly acknowledge the emotion.

42 "MISIR, DEVINALINI" (1000884992)

00:12:55.519 --> 00:13:16.589

That they are expressing. Speak to them slowly and in a low voice. Stay quietly with your child until they can calm down. Touch them or hold them if they want you to or give them physical space if they need it. Don't try to reason with your child when they are going through a temper tantrum.

43 "MISIR, DEVINALINI" (1000884992)

00:13:16.589 --> 00:13:32.789

We also want to be consistent about not giving into their demands. Otherwise, the child will learn that, ok, if I throw a tantrum, I would get what I want. So you do not want to give this negative attention to the child.

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00:13:32.789 --> 00:13:52.789

Comfort your child and when they have calm down, you can talk with them. That tantrum is definitely a distressing thing for everyone involved.

45 "MISIR, DEVINALINI" (1000884992)

00:13:52.789 --> 00:14:13.409

So what else can you do when your child is going through a temper tantrum? So you want to offer praise for a wanted behavior. So how do

you do that? You do not want to be vague and saying, oh, you did a good job. You want to be very specific. E.g., you can say something like, I really like the way.

46 "MISIR, DEVINALINI" (1000884992)

00:14:13.409 --> 00:14:33.409

You took three deep breaths when you noticed that you are getting upset or you could say something like, I really liked the way you went to your calm down corner when I asked you to, and how you told me you needed more time before we came back together. So you wanted when you're offering.

47 "MISIR, DEVINALINI" (1000884992)

00:14:33.409 --> 00:14:48.209

Praise for a wanted behavior, you wanna be really specific on which part of the behavior that you're appreciating them for.

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So we talked about offering praise. I'm going to move to the next slide which is called validating feelings. Okay, so validation isn't about giving your child everything they want during a meltdown. Let's be real. If you are going to get them everything they want, that is going to be very exhausting as a parent or a caregiver.

49 "MISIR, DEVINALINI" (1000884992)

00:15:08.209 --> 00:15:28.429

Validation is about acknowledging their experience and letting them know that their feelings are valid. So when you validate your child's feelings, you send them the message. It's ok to feel whatever they are feeling. It could be a happy feeling, they are sad, they are angry or it could be a common.

50 "MISIR, DEVINALINI" (1000884992)

00:15:28.429 --> 00:15:31.409

Of all of the above.

51 "MISIR, DEVINALINI" (1000884992)

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So when you're validating their feelings, that's that creates a safe space for them to express their emotions without fear of being judged. Sometimes, in our rush to make things better, we might try to talk our children out of their feelings.

52 "MISIR, DEVINALINI" (1000884992)

00:15:51.409 --> 00:16:08.999

That's not going to help them. Validation is about listening without judgment and letting them know that you hear them. You don't necessarily need to fix the situation right away. Just acknowledge their experience.

53 "MISIR, DEVINALINI" (1000884992)

00:16:08.999 --> 00:16:30.589

Validating their emotions can help them identify how they are feeling, which is one step towards helping them regulate and calming down their emotions. So I'm going to give you some real life examples as to how to validate your child's feeling when they are throwing a tant from.

54 "MISIR, DEVINALINI" (1000884992)

00:16:30.589 --> 00:16:49.889

So you could say something like, I see you're really upset right now. It looks like you wanted that toy. So look here, I'm just identifying the feeling that they are having, that they are upset about it. I'm not making any judgment calls. I'm not saying anything else about the situation.

55 "MISIR, DEVINALINI" (1000884992)

00:16:49.889 --> 00:17:09.889

Or you could say something like it's ok to feel frustrated. Sometimes we all get frustrated when we don't get what we want. Again, you know, you're saying it's ok to feel the way you're feeling. It's, everybody can get frustrated at times so you're not alone so that you're not judging them for.

56 "MISIR, DEVINALINI" (1000884992)

00:17:09.889 --> 00:17:31.639

You're getting frustrated. Or you could ask them, oh, would you like to have a hug or do you need some space to calm down? So again, you're offering them some choices as opposed to telling them, NO, this is what's available for you. Anytime you're offering choices that empowers your child, and it gives them some sense of control even when they are.

57 "MISIR, DEVINALINI" (1000884992)

00:17:31.639 --> 00:17:46.169

Throwing them throwing a time from because they feel they are not getting, you know, what they want.

58 "MISIR, DEVINALINI" (1000884992)

00:17:46.169 --> 00:18:04.979

Okay, so the next thing that you want to learn to do is what is called labeling emotions. So when the child is having a temper tansum, they are going through intense feelings, so you wanna help them to calm down. And how do you do it? The technique is called name it to payment.

59 "MISIR, DEVINALINI" (1000884992)

00:18:04.979 --> 00:18:24.689

It is describing what is actually happening, how the child might be feeling, and to help them to process that emotion, which hopefully

might help them to calm down. So, e.g., if your toddler really wanted something at the store and starts screaming.

60 "MISIR, DEVINALINI" (1000884992)

00:18:24.689 --> 00:18:39.929

You can name it to team it by saying, I can see that you really want that toy. It looks like it would be fun to play with, doesn't it? We are not going to buy it today and I can tell that's upsetting to you.

61 "MISIR, DEVINALINI" (1000884992)

00:18:39.929 --> 00:19:00.949

So here what you're saying is you're basically telling the child that you're really upset about it. I really understand that you want to have it and we are not going to buy it, and I understand that it's very upsetting for you. So you're, you're, you're just stating the facts. So if your toddler is able to calm down, you can move along.

62 "MISIR, DEVINALINI" (1000884992)

00:19:00.949 --> 00:19:32.419

By offering an opportunity to switch, switch gears and ask them, ok, shall we move on? Can we go into the car or would you like me to hold your hands or give you a hug? If your child is unable to hear any of those, then, you want to say, ok, it sounds like you're still upset. Do you need a hug? And if your child is requesting for a hug yes, go ahead and give them a hug. But if your child is, does not want a hug, you give them some space and that's.

63 "MISIR, DEVINALINI" (1000884992)

00:19:32.419 --> 00:19:39.839

Totally ok.

64 "MISIR, DEVINALINI" (1000884992)

00:19:39.839 --> 00:19:55.439

So another thing that you want to be mindful of is you want to stay calm during this entire experience when your child is having a tantrum. So that gives you a child a model of a calm behavior. You're modeling to your child or that.

65 "MISIR, DEVINALINI" (1000884992)

00:19:55.439 --> 00:20:11.789

Even when you're very upset or when you're frustrated because you did not get something or something happened, this is how you need to be as opposed to throwing a tantrum. So here are some ideas for staying calm and keeping things in perspective during a tantrum.

66 "MISIR, DEVINALINI" (1000884992)

00:20:11.789 --> 00:20:29.999

So what you want to do is you want to have a clear plan up front how you are going to handle a tantrum, if that's going to happen or in whatever situation that might be, you might be or the child might be.

So concentrate on putting your plan into action when the tantrum is happening.

67 "MISIR, DEVINALINI" (1000884992)

00:20:29.999 --> 00:20:49.999

You need to accept that you can't control your child's emotion or behaviors directly. You can only keep your child safe and guide their behavior so tantrums are less likely to happen in the future. You want to accept that it takes time for change to happen. Your child has a lot of.

68 "MISIR, DEVINALINI" (1000884992)

00:20:49.999 --> 00:21:00.359

Growing up to do before tantrums are gone forever. So developing and practicing self regulation skills, it's a lifelong task.

69 "MISIR, DEVINALINI" (1000884992)

00:21:00.359 --> 00:21:20.359

So you don't want to think that your child is doing this on purpose or trying to upset you, even though you feel like or you have reasons to believe your child is doing this to get your attention. It's quite possible the child is doing that, but the child is not doing it on purpose. If the child knew how to ask for something.

70 "MISIR, DEVINALINI" (1000884992)

00:21:20.359 --> 00:21:35.489

So how to get your attention without throwing a tantrum, the child would be doing that. So you want to help them learn how to do that. They are stuck in this bad habit and they don't have the skills right now to cope with the situation.

71 "MISIR, DEVINALINI" (1000884992)

00:21:35.489 --> 00:21:55.489

You also want to keep your sense of humor, but you do not want to laugh when the child is having a tantrum, because you don't want the child to get even more upset because they are going to think that you're laughing at them.

72 "MISIR, DEVINALINI" (1000884992)

00:21:55.489 --> 00:22:20.449

So, here you can see, six different facial expressions. I'm sure we all are familiar with these expressions. We all have experienced these of emotions at some point in our life. When you look at a face or under even if they don't say anything, just by looking at the face, you would know that, ok, this is an angry person.

73 "MISIR, DEVINALINI" (1000884992)

00:22:20.449 --> 00:22:52.259

Okay, this is a happy person, this person is surprised. This person is filled with disgust or this person is bad or this person is fearful.

So we all can understand what this person's emotional experience is right now. So this is what you want to help your child with. So how do you do that? Because a child when it's growing, it might not have all the vocabulary that's necessary for expressing emotions. So these this emotion chart is helpful for children.

74 "MISIR, DEVINALINI" (1000884992)

00:22:52.259 --> 00:23:08.699

Because they teach them how to recognize their own emotions and regulate their behavior. So start by using any kind of kid friendly charts and begin by helping your child label.

75 "MISIR, DEVINALINI" (1000884992)

00:23:08.699 --> 00:23:27.509

What is called primary emotion. As a child continues to learn and expand their emotional awareness and vocabulary, you can also move on to more complex and nuanced feelings and emotions. And doing this as often as possible will establish.

76 "MISIR, DEVINALINI" (1000884992)

00:23:27.509 --> 00:23:43.379

Identifying emotions as a regular part of your routine and get your kids used to talking about their feelings and emotions, you know, in a more clearer manner. So what are the benefits of having an emotion chart?

77 "MISIR, DEVINALINI" (1000884992)

00:23:43.379 --> 00:24:00.479

Emotion chart helps children develop emotional literacy by providing a visual tool to identify, label, and express their emotions and allowing them to communicate their feelings more effectively.

78 "MISIR, DEVINALINI" (1000884992)

00:24:00.479 --> 00:24:15.659

It also helps them cope with big emotions better and understand the feelings of others around them. This can especially be beneficial if a child has difficulty articulating their emotions.

79 "MISIR, DEVINALINI" (1000884992)

00:24:15.659 --> 00:24:33.929

Or may act out due to frustration. And when a child is able to communicate better about their emotions, it helps them develop higher self esteem, more self confidence, better communication skills, and also healthier relationship with others involved.

80 "MISIR, DEVINALINI" (1000884992)

00:24:33.929 --> 00:24:52.649

So self expression can be vital to a child's development and wellbeing because it allows them to be more authentic. If a child ever experiences a dangerous situation, they might be able to identify that

the situation is dangerous.

81 "MISIR, DEVINALINI" (1000884992)

00:24:52.649 --> 00:25:10.979

Based on their emotions. E.g., they might notice that they are feeling uncomfortable or feelings scared or angry when someone tries to disrespect their boundaries and they might leave the situation to save themselves. So as a child grows and develops.

82 "MISIR, DEVINALINI" (1000884992)

00:25:10.979 --> 00:25:26.729

They may experience new emotions and responses to their environment. Without words for how they are feeling, they may only be able to verbalize that they are not feeling good or they might say that the stomach is hurting.

83 "MISIR, DEVINALINI" (1000884992)

00:25:26.729 --> 00:25:45.329

They might feel so overwhelmed with when they do not have words to describe how they are feeling. However, if your child is nonverbal because they are autistic or experiencing another mental health condition or if they have some form of disability.

84 "MISIR, DEVINALINI" (1000884992)

00:25:45.329 --> 00:26:05.329

You can use the emotional chart to understand how they feel, even if they are not able to speak and express themselves. Okay, so this chart talks about zones of regulation.

85 "MISIR, DEVINALINI" (1000884992)

00:26:05.329 --> 00:26:21.629

You can see when somebody is blue or or they identify themselves as being sick or sad or tired or bored moving slowly. So it's different than somebody who's in the red zone. They are mad and angry or they are mean.

86 "MISIR, DEVINALINI" (1000884992)

00:26:21.629 --> 00:26:39.509

Yelling, hitting, disgusted out of control. So in between is the green phase and the yellow phase. So these are different zones which we will talk about in the next next slide. Okay, so.

87 "MISIR, DEVINALINI" (1000884992)

00:26:39.509 --> 00:26:59.509

Okay, so these are other emotions which are you you might find it useful when you're talking to your child about how somebody might look when they are feeling bored or when they are feeling comfortable or embarrassed. Okay, more slides on a emotional.

88 "MISIR, DEVINALINI" (1000884992)

00:26:59.509 --> 00:27:16.739

Faces. Okay. Okay, so now this is called the and the thermometer it's also called the feelings thermometer. So this is a visual tool that helps children and adolescents measure how they are doing emotionally.

89 "MISIR, DEVINALINI" (1000884992)

00:27:16.739 --> 00:27:34.259

And what steps they can do to shift their mood if they feel that their, their emotions are getting out of control. Like a temperature thermometer or feelings thermometer shows you when your emotional temperature is getting warmer or hotter.

90 "MISIR, DEVINALINI" (1000884992)

00:27:34.259 --> 00:27:54.259

To a potentially dangerous zones. It starts in the green zone, which is the green or calm zone, and then it can go up to the red or the furious zone. Through the zones, you also can see activities which can help you feel less angry, less frustrated, less anxious and sad.

91 "MISIR, DEVINALINI" (1000884992)

00:27:54.259 --> 00:28:14.419

So research has shown that just identifying a calming activity can help you, help reduce the anxiety. So being aware of one, one's own feelings is the 1st step.

92 "MISIR, DEVINALINI" (1000884992)

00:28:14.419 --> 00:28:41.879

So how do you use the feelings thermometer or how do you use it to talk about your feelings? So you want to ask your child, which zone are you in right now? What in your body tells you that you're in that zone? And if let's say e.g., they are saying I am over here in the right zone or in the orange zone, then the next question would be, ok, what can you do to move it to the green zone?

93 "MISIR, DEVINALINI" (1000884992)

00:28:41.879 --> 00:29:01.879

So you can, you, you can see these activities, what they can do to move from here to here, then you you you want to ask them, ok, have you used those strategies? Do you think any of those strategies are working for you? You want to ask, ok, when you're in the red zone, what activities can you do to move yourself down.

94 "MISIR, DEVINALINI" (1000884992)

00:29:01.879 --> 00:29:04.589

Up to the green zone.

95 "MISIR, DEVINALINI" (1000884992)

00:29:04.589 --> 00:29:24.589

Also another thing that would be helpful is, as a family, everybody, you know, can sit together and check on their feelings at some time of

the day. Could be in the evening or could be in the day in a daytime or could be just over the weekend. So just checking in with each other and seeing how to make sure that.

96 "MISIR, DEVINALINI" (1000884992)

00:29:24.589 --> 00:29:45.929

That everybody's staying in the green zone would be helpful, not only for the child but also for the family. So our body can help us learn more about our emotions. So you want to teach your children to read the body signals. You want to ask them, ok, what are the cues that my body is giving me when I'm upset or angry?

97 "MISIR, DEVINALINI" (1000884992)

00:29:45.929 --> 00:30:05.639

Where do I feel? Excuse me in my body? Are my muscles getting tighter when I'm getting upset? What's going on through my mind when my muscles are getting tighter? Is there a change in the volume of my voice? Am I speaking fast or am I speaking slow or when I'm getting upset and angry?

98 "MISIR, DEVINALINI" (1000884992)

00:30:05.639 --> 00:30:32.929

Okay, so, so we have been talking about how do you identify your emotions, so now that you have identified your emotions, you realize your emotions are running high, you want to learn how to keep yourself calm. So let's take a look at what is called the calm down corner. So being able to calm yourself when you're.

99 "MISIR, DEVINALINI" (1000884992)

00:30:32.929 --> 00:30:56.299

The Emotions are high or not able to self regulate, it's a learned skill. Similar to how a child is taught how to tie the shoelace, which is a fine motor of skill. This is something which you you teach your child so that your the child is learning how to self regulate with different strategies. So once I.

100 "MISIR, DEVINALINI" (1000884992)

00:30:56.299 --> 00:31:29.479

One one coping skill might not work for all the children, so it's not one size fits all. So, you know, we are going to go through different strategies and whatever works for your child or you want to use that. So you want to ask your child, ok, do you go outside to get some fresh air or when you're getting upset and angry? Do you practice yoga or meditation? Yeah, obviously of course if it's a very small child, young child or might be yoga might not work for them. Are they able to take some ten deep breaths when they are very upset and angry?

101 "MISIR, DEVINALINI" (1000884992)

00:31:29.479 --> 00:31:49.479

Can they go to the favorite room corner of a room when they're upset

and angry? So, one way to help the children learn how to self regulate is by providing them with what is called a calm down corner. So it's a designated space in a home or in a classroom. The sole intent.

102 "MISIR, DEVINALINI" (1000884992)

00:31:49.479 --> 00:32:05.279

Of this is having a safe space for the child to go to when they feel their emotions are running too high and they need to regain their emotional and physical control. So these spaces are equipped with comforting objects.

103 "MISIR, DEVINALINI" (1000884992)

00:32:05.279 --> 00:32:23.249

Soothing materials that can promote mindfulness, breathing, and reflection. So the overall goal for this calm down corner is to provide the child with a space, which is a safe space, to regulate their emotions in a healthy way.

104 "MISIR, DEVINALINI" (1000884992)

00:32:23.249 --> 00:32:43.249

So these corners don't need to be complicated. You don't even need to purchase anything new. You can use things that you already have at home. So at home try designating a corner in a typically a quiet part of your home home, and you want to name it as the calm down corner. So fill this.

105 "MISIR, DEVINALINI" (1000884992)

00:32:43.249 --> 00:33:11.689

Space with soft rugs or mat or a bean bag chair or other plush options for sitting down or lying down with some of your child's favorite books or stuffed animals or quiet toys. If your child is older, you can utilize some bookcases to help block the space out so that you're providing some privacy for your child. So if this is a school, find a corner in your classroom that can permanently.

106 "MISIR, DEVINALINI" (1000884992)

00:33:11.689 --> 00:33:30.839

They act as a calm down corner. So you designate this space as a special area where your students can spend some time on their own when the emotions are running high. So again, you know, you can fill the space with books or toys or arts or journaling supplies or blankets and stuffed animals.

107 "MISIR, DEVINALINI" (1000884992)

00:33:30.839 --> 00:33:54.049

So as we talked about calm down corners, helping children, learning to practice identifying their feelings under emotions and to better manage stress. So you help them learn how to communicate their feelings, their emotions, helping them understand that sometimes emotions can be.

108 "MISIR, DEVINALINI" (1000884992)

00:33:54.049 --> 00:33:59.069

Difficult, but the calming space here is to help them.

109 "MISIR, DEVINALINI" (1000884992)

00:33:59.069 --> 00:34:14.729

Oh, you never want to make them think that this calm down corner is timeout or is its punishment. There shouldn't be any stigma associated with the calm down corner. Although you may encourage a child to spend some time in the space.

110 "MISIR, DEVINALINI" (1000884992)

00:34:14.729 --> 00:34:34.729

When you feel they are starting to become distressed, the goal is eventually for the child to recognize when they want to be there, and to go there on their own, to self regulate and calm down. So if you're going to associate this with timeout or punishment, then they would feel like ok.

111 "MISIR, DEVINALINI" (1000884992)

00:34:34.729 --> 00:34:50.099

I'm upset and I'm having a timeout. So NO, you don't want to say that this is timeout, you don't want to say that this is a punishment for their unwanted behavior. This is you're, you're going to help them understand that this is a healthy coping mechanism for them.

112 "MISIR, DEVINALINI" (1000884992)

00:34:50.099 --> 00:35:08.309

So these are some of the examples of what you can have in a calm down corner of cushions, blankets or some mirrors so that they can look at their face and see how they are, how they see see themselves in the mirror, a sound machine or a speaker.

113 "MISIR, DEVINALINI" (1000884992)

00:35:08.309 --> 00:35:26.069

Okay, so this slide talks about a calm down box also called a calm down kit. So children need adult support to learn to control their emotions.

114 "MISIR, DEVINALINI" (1000884992)

00:35:26.069 --> 00:35:46.069

So when they become frustrated or angry or sometimes activities become too much for them, they need help to calm down so that they can go on with their lives. Sometimes just telling them calm down is not enough for them. They need some time, they need some space to learn how to calm themselves down. So a calm down.

115 "MISIR, DEVINALINI" (1000884992)

00:35:46.069 --> 00:36:16.799

One kit or a box is a set of materials you put together in a box or a bag or in a corner of your room where the children can use to calm themselves down or to distract themselves when their emotions might overwhelm them. So, so the again you know the the you can have like pillows, you can have bean bags, you can have rugs, the kit should be available for the children at all time. And it should not be considered as a toys available for a typical play.

116 "MISIR, DEVINALINI" (1000884992)

00:36:16.799 --> 00:36:36.799

So this is again, you know, it should be only for calming down. And you set aside for a calming down time or for taking a break when they are feeling overwhelmed. And you want to teach the children how to use this kit. So initially you want to introduce it to them telling them how they can use it.

117 "MISIR, DEVINALINI" (1000884992)

00:36:36.799 --> 00:37:09.949

You need to ask, ok, I'm very upset. I'm not feeling ok. Can I go to that place? Can I, take some take some time off in the calm with the in the calm down corner with the calm down box. After the initial introduction, you can remind them, ok, so do you want to do that? Also you can encourage your children to use this box for ten to 30 min each day making it a family event. So this would also help them to realize that, ok, when I'm feeling calm or I need to.

118 "MISIR, DEVINALINI" (1000884992)

00:37:09.949 --> 00:37:37.459

Sorry when I'm feeling that my emotions are out of control to make myself calm, I need to go to this place to help my emotions. Okay, so let's take a look at what is called rainbow breathing. So, in today's digital world children can easily get overstimulated and we need simple exercises that can help them with sensory or.

119 "MISIR, DEVINALINI" (1000884992)

00:37:37.459 --> 00:38:09.859

Overload. So one of the techniques is called rainbow breathing. It's designed for a child. It not only captivates in minds with its vibrant imagery but also helps children develop self regulation skills, help them focus and manage their emotions. So what you do is, you can, you know, take a printout of this rainbow breathing or you can draw the rainbow and you want to ask them to sit with the shoulders relaxed and spine straight and place the hand.

120 "MISIR, DEVINALINI" (1000884992)

00:38:09.859 --> 00:38:35.550

The left side of the rainbow and then they trace it while breathing they So they're breathing in up until this and then they are breathing out till they reach heel. So, and then they place a hand on the left side of the rainbow and then trace it back through their nose. So as

they breathe in, they visualize the color associated with the emotion, they wanna feel.

121 "MISIR, DEVINALINI" (1000884992)

00:38:35.550 --> 00:38:53.730

E.g., they might associate red with the 1st breath, an orange with a 2nd breath. So as you exhale, you're imagining that you're releasing all your negative thoughts, on your negative emotions, and you can repeat these practices for several cycles.

122 "MISIR, DEVINALINI" (1000884992)

00:38:53.730 --> 00:39:13.730

So while you're doing this rainbow breathing, especially for older children, you can teach them what is called rainbow meditation. So this is another layer to help them with, to control their emotions. So in rainbow meditation.

123 "MISIR, DEVINALINI" (1000884992)

00:39:13.730 --> 00:39:39.210

For each color, you ask the child to focus on the color of the rainbow as they breathe in and breathe out. To help the child focus on the benefits of the guided meditation, you wanna ask the child to visualize the rainbow colors flowing through them with each deep breath. E.g., for color red, they can take a deep breath in as they trace along the red band of the rainbow.

124 "MISIR, DEVINALINI" (1000884992)

00:39:39.210 --> 00:39:57.210

Add them to think about the red things as they visualize the red of flowing through their body. Some things that are red might be hot and warm. So can they feel the warmth flowing through the body? They can picture the color coming into the nose and flowing through their body.

125 "MISIR, DEVINALINI" (1000884992)

00:39:57.210 --> 00:40:13.440

For color orange, as the child traces along the orange band of the rainbow, the child can picture orange objects. They can breathe deeply out through the mouth as they picture orange colors of the rainbow.

126 "MISIR, DEVINALINI" (1000884992)

00:40:13.440 --> 00:40:30.660

Are flowing to their arms and legs and then out to their mouth. Things that are orange might be filled with warmth and energy. Can they feel the warmth and safety flowing to the body? Likewise for color yellow, as the child to trace along the yellow band of the rainbow.

127 "MISIR, DEVINALINI" (1000884992)

00:40:30.660 --> 00:40:49.350

So, in the interest of time, let me just move to the next slide ok so the next one is what is called elevator breathing.

128 "MISIR, DEVINALINI" (1000884992)

00:40:49.350 --> 00:41:08.670

So touch your palms together in front of you. As you lift your left arms straight up, breathe in and keep your right arms still. And then you breathe out as you slowly lower your left arm, and then join the palms of your hand together again. Holding your breath for a moment.

129 "MISIR, DEVINALINI" (1000884992)

00:41:08.670 --> 00:41:27.900

And then now you switch sides. This time you breathe in as you slowly lift your right arm up, and then you breathe out. As you slowly lower your right arm, down, joining your palms together. So continue to switch arms back and forth and breathe like this for a minute or two.

130 "MISIR, DEVINALINI" (1000884992)

00:41:27.900 --> 00:41:46.320

Okay, so the next slide talks about what is called take five breathing. So take five breathing is a breathing exercise that involves tracing your fingers while breathing in and out. So you stretch your hands out like a star.

131 "MISIR, DEVINALINI" (1000884992)

00:41:46.320 --> 00:42:01.950

So use your pointer finger to trace each finger starting at the bottom of your thumb, and then you take a breath a deep breath in and then you breathe out, breathe in and breathe out. So you repeat it until you have traced your entire hand.

132 "MISIR, DEVINALINI" (1000884992)

00:42:01.950 --> 00:42:22.020

Okay, so the next one type of breathing is what is called snake breathing. So the snake breathing brings immediate relief when having a strong emotion like anger or frustration. You take a deep breath in through your nose and then exhale through your mouth while making a hissing sound.

133 "MISIR, DEVINALINI" (1000884992)

00:42:22.020 --> 00:42:42.020

You relax your chest as you exhale to release the tension from your shoulders. Okay, so the next one is called what is called box breathing also called square breathing. So in this, you breathe in counting to force slowly.

134 "MISIR, DEVINALINI" (1000884992)

00:42:42.020 --> 00:43:04.820

You feel the air enter into your lungs. You hold your breath for 4 s. Try to avoid inhaling or exhaling for the f for those 4 s. And after the 4th 2nd, you slowly exhale through your mouth and do this for 4 s. So repeat step one to three until you feel re centered. So this helps.

135 "MISIR, DEVINALINI" (1000884992)

00:43:04.820 --> 00:43:20.130

To lower the stress levels by activating the parasympathetic nervous system, it helps you to calm your mind and improve your mood also helps with people who are struggling with issues with sleep or your pain management.

136 "MISIR, DEVINALINI" (1000884992)

00:43:20.130 --> 00:43:41.480

So we talked about typical tantrums. I'm going to quickly talk about atypical tantrums. So for atypical tantrum, so you need to take a thorough history well the counselor or your, your provider, they need to take a thorough history and physical exam, which will help them distinguish between a.

137 "MISIR, DEVINALINI" (1000884992)

00:43:41.480 --> 00:44:01.480

Or a typical or a atypical tantrum, so if it's an atypical tantrum that needs a referral to a specialist. So it's atypical for a children for a child older than five years of age to have repeated patterns of tantrum. It's also unusual for a tantrum to last more than 15 min or occurring.

138 "MISIR, DEVINALINI" (1000884992)

00:44:01.480 --> 00:44:19.950

More than three to five times a day. An extreme aggression is not typical for a routiner tantrum. So things you want to take in mind is when do these tantrums occur at what times of the day? What circumstances proceed the tantrum?

139 "MISIR, DEVINALINI" (1000884992)

00:44:19.950 --> 00:44:36.240

What behaviors does the child demonstrate when they are having these time trums? How long do the troublesome or undesirable behaviors last during the episode? What is the caregiver's emotional reaction to the tantrum?

140 "MISIR, DEVINALINI" (1000884992)

00:44:36.240 --> 00:44:53.580

How does the caregiver handle the tantrum? What are the child's mood and behavior in between the tantrum episode? Are they calm and quiet or are they irritable in between the tantrum episodes? Has anything changed in the child's home or the school?

141 "MISIR, DEVINALINI" (1000884992)

00:44:53.580 --> 00:45:13.580

Was there a recent move or was there a recent change in the family structure or is there a family can conflict that's going on? Anything that's scary or upsetting happened to the child or any other members

of the family? Or any other behaviors that's associated with all these tantrums that's affecting the.

142 "MISIR, DEVINALINI" (1000884992)

00:45:13.580 --> 00:45:25.650

Child such as, any sleep issues or any loss of bubble or bladder control that's new.

143 "MISIR, DEVINALINI" (1000884992)

00:45:25.650 --> 00:45:45.650

So one thing when I'm saying at typical tantrum that comes to that would be brought to everybody's attention is what is called DMDDD, also called disruptive more dysregulation disorder. So in this, the child has blown tantrum several times a week. The child is angry and irritable.

144 "MISIR, DEVINALINI" (1000884992)

00:45:45.650 --> 00:46:08.750

Most of the time, even in between the tantrums. So these children have what is called huge feelings and they are finding it hard to control. They often misread faces and think that people are mad at them, even when they are not mad at them. They perceive neutral faces more negatively and slightly negative faces.

145 "MISIR, DEVINALINI" (1000884992)

00:46:08.750 --> 00:46:17.730

As severely judgmental and they think that they're hostile and they react by acting out.

146 "MISIR, DEVINALINI" (1000884992)

00:46:17.730 --> 00:46:35.520

Say they will they will have tantrum even when they are going to school, when most of the kids are outgrown themselves. They might even be surprising themselves or surprising others, I'm sorry and others are like home, where did this come from? So these children, they start having.

147 "MISIR, DEVINALINI" (1000884992)

00:46:35.520 --> 00:46:55.520

Difficult temperament even when they were younger. They have a hard time self soothing, they have trouble adapting to changes without getting upset. As toddlers, they are found to be strong willed, difficult to manage and even when they're going to grad school, not grad school or even when they're going to school.

148 "MISIR, DEVINALINI" (1000884992)

00:46:55.520 --> 00:47:18.090

They still have tantrums and which is not developmentally appropriate. And as I mentioned earlier, these children in between tantrums, they are very irritable, and if you talk with the parents, the parents

would say that they feel like they are walking on egg shells around these children. They don't want to upset these children and they don't know how to handle these children.

149 "MISIR, DEVINALINI" (1000884992)

00:47:18.090 --> 00:47:39.680

So as mentioned earlier, these children have what is called huge emotions continues into late adolescents or even early adulthood. So late adolescent early adulthood they might not end up with physical outbursts, but they might have what's called volatility.

150 "MISIR, DEVINALINI" (1000884992)

00:47:39.680 --> 00:47:52.080

Relationships and sometimes they might internalize these feelings and behaviors and they might present as anxiety and depression.

151 "MISIR, DEVINALINI" (1000884992)

00:47:52.080 --> 00:48:12.080

Sometimes DMDD is confused with what's called oppositional defiant disorder. So oppositional defiant disorder, the children, they argue with adults or authority figures. They do not like when somebody tells them what to do. This is very different from the one that I saw talked about earlier.

152 "MISIR, DEVINALINI" (1000884992)

00:48:12.080 --> 00:48:27.810

So the earlier one, they do not have trouble with the authority figures or they do not have trouble with when somebody tells them what to do. They just can't handle their own emotions, so you want to differentiate that because the treatment is a little different.

153 "MISIR, DEVINALINI" (1000884992)

00:48:27.810 --> 00:48:47.810

For these. Sometimes you might have an autistic child going through what is called an autistic meltdown. So the tangent associated with an autistic child is more internal. It's involuntary. It's because of the nervous system which is overloaded and they do not know how to handle them.

154 "MISIR, DEVINALINI" (1000884992)

00:48:47.810 --> 00:49:07.810

So the behaviors that you see is actually they're trying to self soothe when they are handling these emotions. Again, these are big emotions for them, obviously, it's long lasting and sometimes you see these autistic meltdowns even in adults. So prior.

155 "MISIR, DEVINALINI" (1000884992)

00:49:07.810 --> 00:49:27.810

Go to the meltdown and autistic person, a child or an adult will actually have some signs of distress, which would be obvious for most

of us. Sometimes it can be as subtle as biting a nail or sometimes they would say they want to leave the room or sometimes they start covering their ears with their hands.

156 "MISIR, DEVINALINI" (1000884992)
00:49:27.810 --> 00:49:48.260

And sometimes you will see them like rocking back and forth or they are like pacing, at times or they might be rocking their body back and forth slamming their hand into the forehead or they can get agitated. And sometimes these children or adults or what they do is they want to run a.

157 "MISIR, DEVINALINI" (1000884992)
00:49:48.260 --> 00:50:10.708

Away. They don't want to run away from the situation because that is what they know. So these are atypical tantrums, so you don't want to confuse this with typical tantrums, but there is help available for both types of tantrums. So we have come to an end to this presentation. Any questions?

158 "Andersen, Dana" (1323228928)
00:50:10.708 --> 00:50:23.128

Yeah, I do have a 1st question here. Will these topics include teams? Can you use.

159 "MISIR, DEVINALINI" (1000884992)
00:50:23.128 --> 00:50:27.464

These strategies with teams? Yes.

160 "Andersen, Dana" (1323228928)
00:50:27.464 --> 00:50:45.980

Great, thank you. And we are open for questions now in Slido, and also I have put the link in the Slido for our series, awareness series presentation where you can sign up to get.

161 "Andersen, Dana" (1323228928)
00:50:45.980 --> 00:50:57.060

Get a monthly reminder of what our next presentation is and also you can go into the archived, presentations for different topics.

162 "Andersen, Dana" (1323228928)
00:50:57.060 --> 00:51:17.060

So again, we are open for questions.

163 "Andersen, Dana" (1323228928)
00:51:17.060 --> 00:51:24.463

Okay, next question. Is there additional intervention needed beyond what was.

164 "MISIR, DEVINALINI" (1000884992)

00:51:24.463 --> 00:51:40.880

Was discussed. Yes. So if these strategies do not work, so obviously these are strategies that you can try at home or you don't need you know external support, but if these are.

165 "MISIR, DEVINALINI" (1000884992)

00:51:40.880 --> 00:51:55.920

Strategies do not work please you know see a counselor and a counselor can start assessing the patient to see what's going on and if necessary, they would you know refer the patient to a psychiatrist or.

166 "MISIR, DEVINALINI" (1000884992)

00:51:55.920 --> 00:52:16.043

Who can assess the patient to see, if there's anything else that's going on with the child. So yeah, so, yeah, you don't want to you know think that we can, you know, help, help these children just by just with these strategies. If they work yes, that's all well and good. If it does not work, we need our specialist.

167 "Andersen, Dana" (1323228928)

00:52:16.043 --> 00:52:27.479

Oh, intervention. Great, thank you. And next question is how can I handle my partner when they get mad at the child when.

168 "MISIR, DEVINALINI" (1000884992)

00:52:27.479 --> 00:52:55.520

And he is having a tantrum. So, you know, helping them 1st helping them understand that the you know especially if the child is a, you know, less than five years of age and they're having these tantrums, helping them understand that this is normal part of growing up and they, the child needs to learn how to communicate and so we need to, you know, we need to talk to them about our role as a parent to help the child understand that.

169 "MISIR, DEVINALINI" (1000884992)

00:52:55.520 --> 00:53:15.520

Their own emotions and teaching them or you know what the, what the child needs to do and as if your partner is getting upset and angry, so they can also use these strategies or you know all these breathing techniques anybody can do it, and, you know, it it will it will help them and.

170 "MISIR, DEVINALINI" (1000884992)

00:53:15.520 --> 00:53:33.900

Sometimes, you know, maybe they need some extra help again you know working with a counselor trying to understand why they are getting upset or why they are reacting to a child's behavior. But yeah, helping them understand that there is help available is, you know, important.

171 "MISIR, DEVINALINI" (1000884992)

00:53:33.900 --> 00:53:55.070

Because we are not going to be, you know, calm and model to the child that this is the acceptable behavior, the child is going to learn, you know, learn from the parents. Okay, when I'm upset and angry, I need to yell, I need to scream or I need to tell people off. So it doesn't really help the child.

172 "MISIR, DEVINALINI" (1000884992)

00:53:55.070 --> 00:54:10.203

Especially for if a parent is getting upset because that's what the child is going to learn. It's, you know, the, they're they're gonna think that this is an acceptable behavior and obviously we don't want that for the child.

173 "Andersen, Dana" (1323228928)

00:54:10.203 --> 00:54:44.440

Thank you. We do have five additional minutes for any questions.

174 "Andersen, Dana" (1323228928)

00:54:44.440 --> 00:55:04.410

Okay, one more call for any additional questions?

175 "Andersen, Dana" (1323228928)

00:55:24.410 --> 00:55:59.090

Okay, so we'll wrap up for today. We would like to thank you for being here and also thank you so much for attending and thank you for providing such wonderful insights, dr.. And if you have any specific questions again about any of the topics discussed today, make sure to put.

176 "Andersen, Dana" (1323228928)

00:55:59.090 --> 00:56:16.743

Please contact Signa by calling the number on the back of your insurance card. And just to let you know our next webinar will take place on 16 January of 2025 with our presenter being Liz Lawrence and she is with the Timothy Center. And I want to thank you all for attending.

177 "MISIR, DEVINALINI" (1000884992)

00:56:16.743 --> 00:56:19.053

And have a great day.

178 "Andersen, Dana" (1323228928)

00:56:19.053 --> 00:56:34.880

Thank you. Thank you. Thank you, dr.. Thank you.