

Tuning in to Kids: An Emotion Coaching Parenting Program

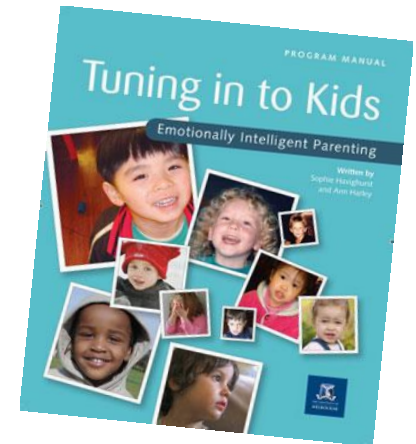
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Network Conference

International Child Development Programme

Tuning in to
Kids 



Mindful



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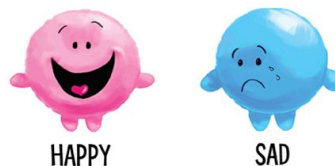


What is Tuning in to Kids?

***Tuning in to Kids (TIK)* is an evidence-based program that helps parents and carers teach their children about emotions while building a close and supportive relationship.**

Evidence has been established over nearly 20 years with 12 years of dissemination.

<http://www.cebc4cw.org/program/tuning-in-to-kids-tik/detailed>



What is the TIK program?

- A parenting program (6-10 sessions)
- Universal, selected and targeted prevention/intervention
- Emotion focused approach:
 - increase parent emotion awareness/regulation
 - reduce parent emotion dismissiveness
 - increase parent emotion coaching
 - improve parent-child connectedness
 - increase child emotion knowledge and regulation
 - prevents or reduces child behavioural problems
- An alternative to behavioural parenting programs
- Group or 1:1 in community and clinical settings
- Translated into Norwegian & 10 + other languages



Theoretical Model

(source: www.kimochis.com)

- Role of emotional competence (EC) in child development
- EC central for social, behavioural, academic, physical functioning
- Temperament plus experience shapes EC
- Parents' modelling, reactions to, and coaching emotions
- Parents' meta-emotion philosophy
- Emotional climate in the home
- Parenting occurs within a social and cultural context
- Other theoretical influences (attachment, mindfulness, neurophysiology, emotion-focused therapy)



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Emotion Socialisation

Children's emotional competence is shaped by emotion socialisation including:

- Parents modelling, reactions to, coaching of emotions
- Family emotion climate
- Other adults: relatives, teachers, clinicians, etc
- Social and cultural factors

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How does parenting shape children's emotional competence?

Meta-emotion Philosophy:— (Gottman, Katz, and Hooven, 1996)

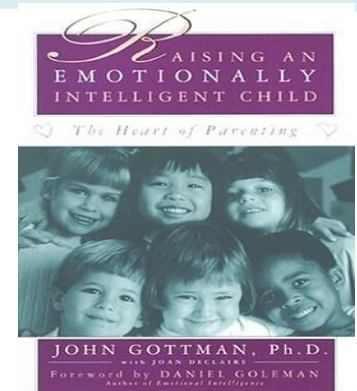
- Attitudes/beliefs about emotions and their expression
- Impacts on attitudes and responses to own and child's emotions

Parenting styles

- emotion coaching
- emotion dismissing
- emotion disapproving
- laissez-faire/permissive

Differential susceptibility depending on parent and child factors such as temperament (Belsky et al, 2013)

Parenting Styles



Emotion Coaching

versus

Emotion Dismissing

Become aware of the child's emotion, especially at lower intensity

View the child's emotion as an opportunity for emotional connection and teaching

Communicate understanding and acceptance of the emotion – empathy

Name the emotion or help the child to verbally label the feeling

If necessary, help problem solve. All wishes and feelings are acceptable, but not all behaviours

Cheer up!

Don't be silly!

Don't worry

It doesn't matter

It's not important

How dare you get angry with me!

You'll be right!

Don't be so excited!

Research Evidence

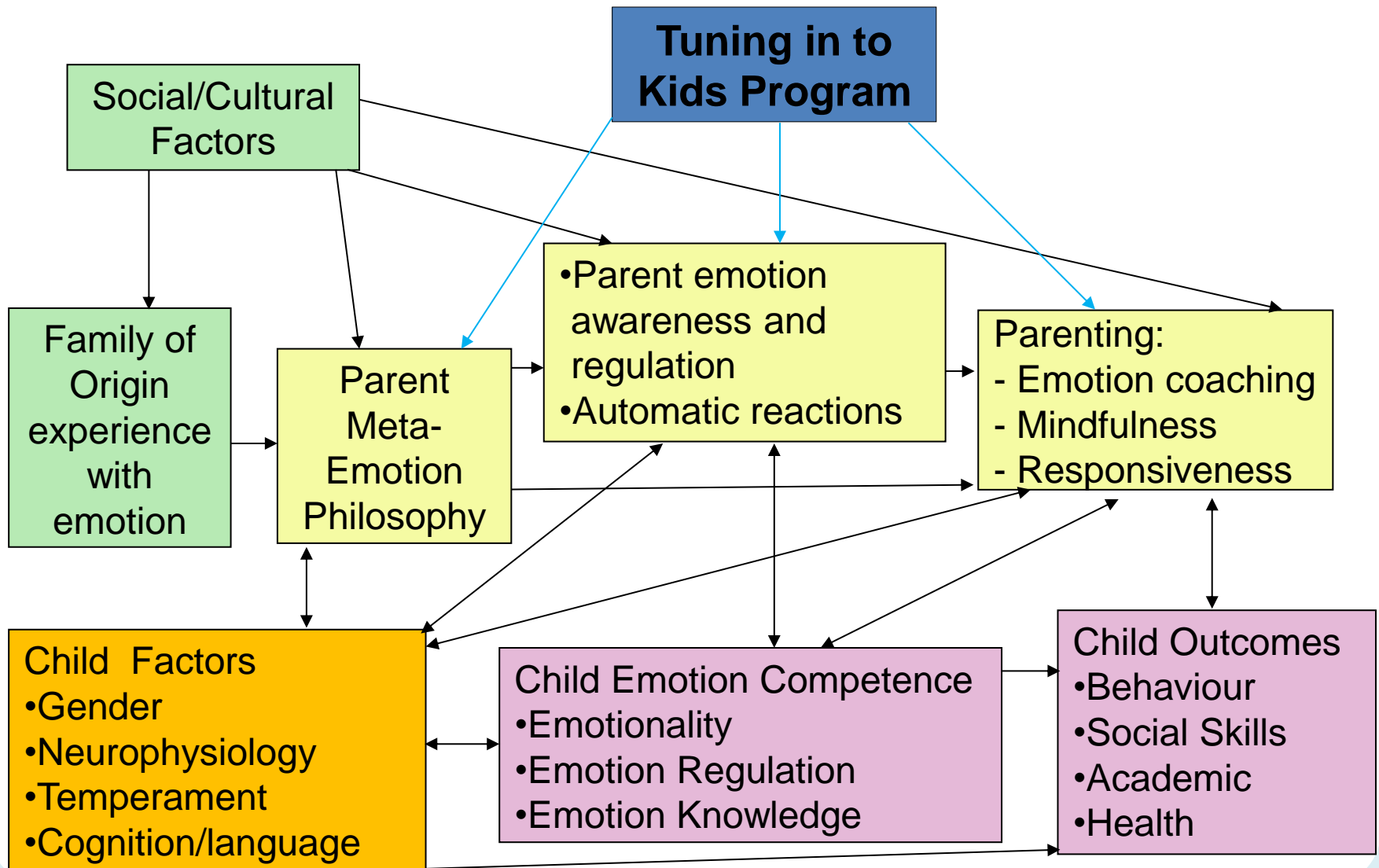
- Children who are emotion coached are more likely to:
 - Have better cognitive abilities
 - Cope better with emotional challenges/transitions
 - Have stronger social skills
 - Display more pro-social behaviour
 - Have fewer physical illnesses
 - Have fewer externalising and internalising problems

Eisenberg et al, 1998; Havighurst et al 2009, 2010, 2012;
Kehoe et al 2011; Katz & Maliken, 2013

- The greatest benefit are for children with higher levels of:
 - Emotional negative reactivity
 - Externalising behaviour (particularly at a young age)
 - Internalising behaviour

Denham et al, 2000; Duncombe et al 2012; Kehoe et al 2011

TIK Theoretical Model



Research Evidence

Toddlers - Tuning in to Toddlers (TOTS)

- Pilot study
- RCT efficacy trial
- TOTS – Norwegian clinical trial

Preschool - Tuning in to Kids (TIK)

- Pilot study
- RCT community efficacy trial
- RCT community effectiveness trial
- RCT clinical efficacy trial
- Case studies with anxious children
- Dads TIK pilot study
- Dads TIK RCT efficacy trial
- Pilot with child care workers
- Norwegian Pilot plus RCT effectiveness
- German pilot
- Iranian RCT pilot
- Turkish RCT pilot
- Chilean pilot
- Hong Kong RCT effectiveness

School aged - Tuning in to Kids (TIK)

- Effectiveness with conduct problems - RCT
- Comparison of TIK & Triple P for conduct problem children – RCT
- Children with chronic illness – RCT
- Trauma-focused pilot study
- The BIG TIK: Comparison of online, 1:1, group for children with behaviour problems
- Rochester, NY – RCT clinical trial FASD

Pre-adolescents - Tuning in to Teens (TINT)

- Pilot study
- Efficacy trial - RCT
- Qualitative study
- New Jersey adoption/kinship carers

Adolescents - Tuning in to Teens (TINT)

- Efficacy study
- Whole School Approach
- Residential Care pilot study
- German RCT compared to Triple P Teens

Research Publications

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Delivery

Our experience delivering the Tuning in to Kids group program to parents? Group program:

- Run and evaluated as 6 session program
- Optimal group size 8 – 14
- For clinical/complex families group size 6 - 8
- 8 session format in manual
- Additional materials added on trauma/adoption/cultural issues

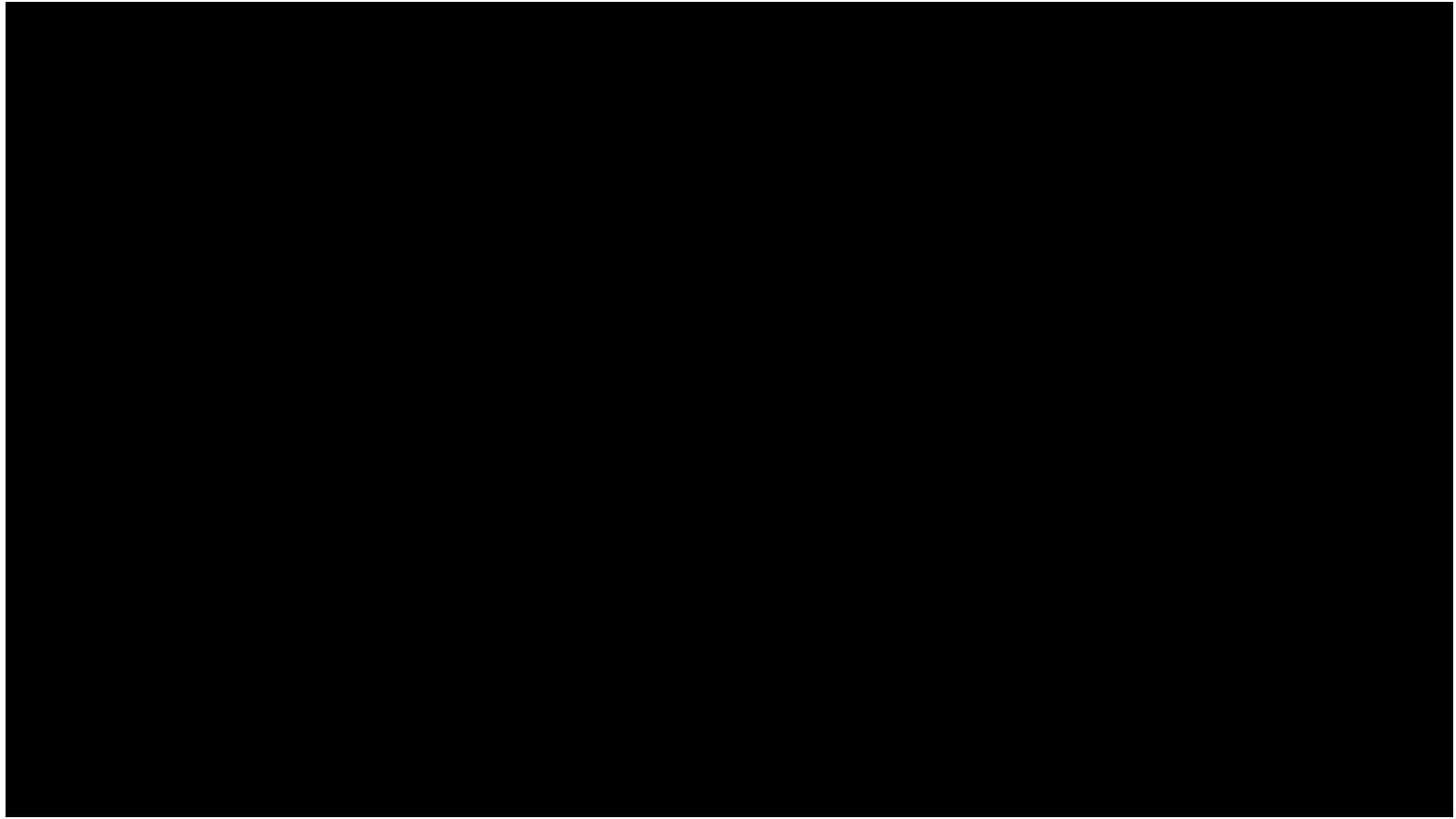
Alternative delivery options:

- Individual parent work
- Inpatient/Residential Settings
- Education settings
- Specific client groups



Introduction to Emotion Coaching

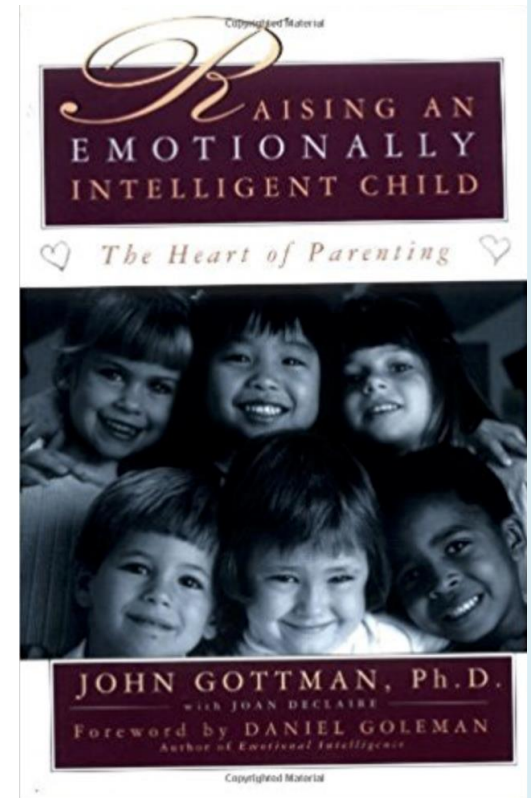
- Watch DVD
- Two parenting styles shown:
 - Emotion dismissing
 - Emotion coaching
- Feedback and discussion



Emotion Coaching

To emotion coach your child you:

- Become aware of their emotion, especially if it is of a lower intensity
- View their emotion as an opportunity for emotional connection and teaching
- Communicate your understanding and acceptance of the emotion – empathy
- Help them use words to describe feelings
- If necessary, help them to solve problems. All wishes and feelings are acceptable, but not all behaviours.



Brain Regions and Functions

Brainstem

- Breathing, heartbeat, temperature

Midbrain

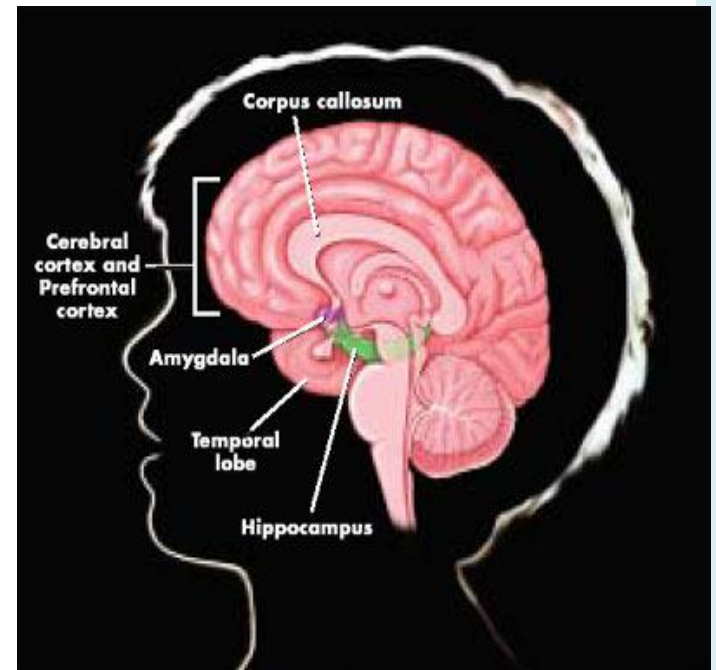
- survival functions such as safety and responses to threat (reflexes, sleep)

Limbic Area – Emotions Centre

- feelings and emotions, especially the experience of fear,
- danger and threat

Cortical Area – Thinking Centre

- Logical thinking, reasoning, planning, anticipating, predicting, impulse control, meta-emotion, and meta-cognition



Hand Model of the Brain - Dan Siegel

<https://www.youtube.com/watch?v=gm9CIJ74Oxw>

Scripted Role Plays

Work in pairs.

One person plays the child; one the parent.

Go through the two scripted role plays.

- Start with the dismissive script;
- Then do the emotion coaching script.

When you are finished, discuss the following:

- What feelings did that bring up for you (about yourself and about the other person in the role play)?
- What messages do you think the child received in this situation?
- If this were the most frequently used parenting style, how might this affect the child (short and longer term)?

Empathy

- What is empathy?
- Brené Brown <https://www.youtube.com/watch?v=1Ewgu369Jw>
- Help parents to step into their child's shoes and take the child's perspective
- Provides maps to follow for empathy
- Prepares responses to common scenarios
- Generate own typical emotional challenges and then match to similar situations.





Tuning in to
Kids 

The Emotion Detective

- In pairs complete the following examples.
- Choose adult comparable situations.
- Try to generate as many different emotions as possible that you might feel in this adult situation.
- Consider what emotion coaching statements you could say that would convey empathy.
- Group Discussion

Empathy and the Emotion Detective

Emotional Event	Adult Comparable situation	What are the emotions experienced?
Not being invited to a party that other friends have been invited to		
Doing badly at a test to get into a good school		
Having to share a favourite toy		
Told off for something you did not do		

Empathy and the Emotion Detective

Emotional Event	Adult Comparable situation	What are the emotions experienced?
Not being invited to a party that other friends have been invited to	Not being invited to a party!	Anger, sadness, worry, rejected, self-doubt,
Doing badly at a test to get into a good school	Unsuccessful job interview for your ideal job	Disappointed, sad, angry, anxious, self-doubt
Having to share a favourite toy	Having to share your new car	Anger, unfair, sad, worried
Told off for something you did not do	Being accused of a mistake at work that someone else was responsible for	unfair, anger, sad,

Sitting with emotions

- Key part of emotion coaching
- Awareness of own automatic reactions
- Build in a pause
- Sitting on your hands/zipping up your mouth
- Train through the tunnel metaphor
- Avoid moving quickly to step 5

Meta-emotion Philosophy and Automatic Reactions

Our beliefs and reactions (cognitive and emotional) to our own and other's emotions.

Parents' meta-emotion

- What are common cultural messages about emotions?
- How do you feel about being angry/sad/worried?
- What are your automatic reactions to emotions?
- What messages about emotions were conveyed to you as a child?
 - “Feelings are important and are acceptable to show”
 - “Crying is a sign of weakness”
 - “There is nothing to worry about”
 - “Don’t be angry with me!”

Meta-Emotion Exercise

In pairs, discuss the following:

- What are the typical cultural beliefs about emotions in the culture you were raised and in which you now live?
- What messages did you receive from your culture and family about expressing anger and sadness?
- How might these experiences affect your response to children's (your own or those you work with) emotions?

Issues for Therapists and Facilitators

- Be aware of own Meta-Emotion Philosophy
- Model emotion coaching - individual and group
- “Hold” or “sit with” strong emotions in others
- Not always moving to problem solving
- Tolerate uncertainty/surprises in the work
- Supervision or peer support

Building an Emotion Vocabulary

- From early in development it is helpful for parents to name emotions with children
- Naming emotions shifts an experience from the emotional brain to language and cognitive brain
- Distance from felt experience
- Helps children internalise parents' words
- Assists with emotion regulation
- Process of validation and confidence/efficacy about one's own emotional experience



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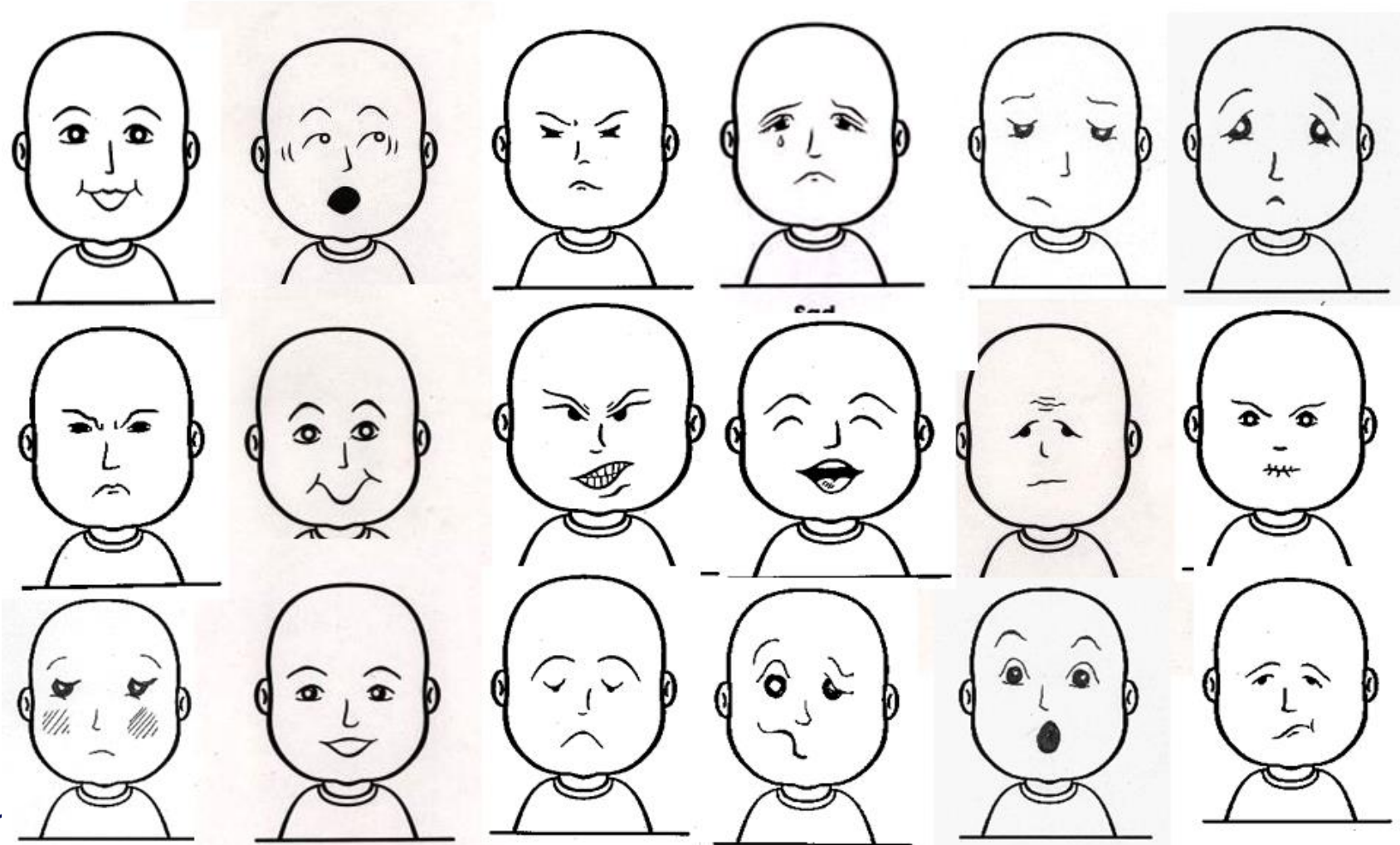


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HOW ARE YOU FEELING?



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HAPPY



SAD



MAD



BRAVE



EMBARRASSED



FRIENDLY



SORRY



DISAPPOINTED



FRUSTRATED



SILLY



HOPEFUL



LEFT OUT



EXCITED



JEALOUS



CURIOUS



CRANKY



SENSITIVE



PROUD



INSECURE



GRATEFUL



LOVED



GUILTY



UNCOMFORTABLE



SHY



HURT



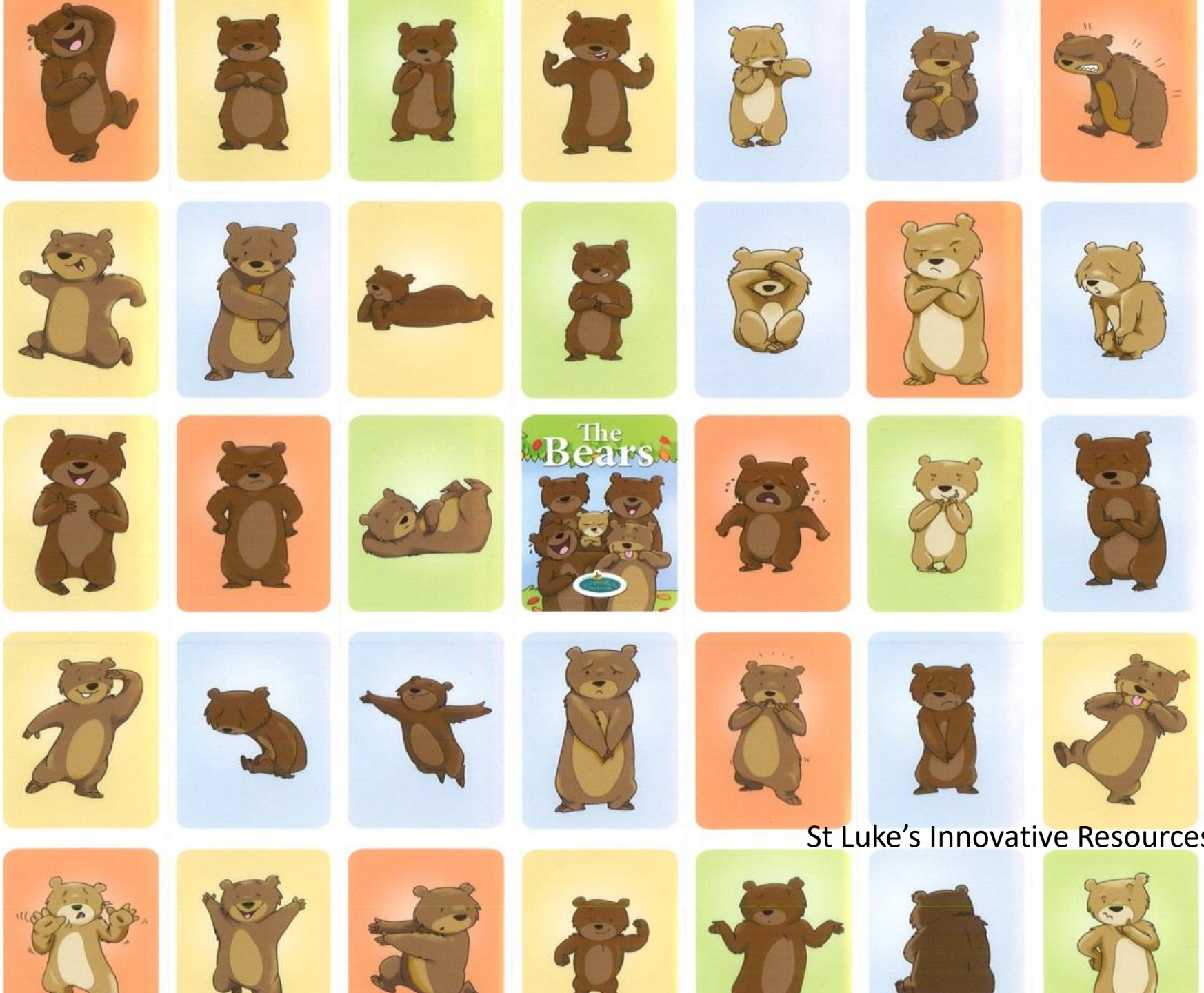
SURPRISED



SCARED



KIND



Emotion Regulation - Parents

- Understanding the function of emotions such as anger
- Meta-emotion philosophy: Influence of family of origin
- Identification of automatic reactions
- Building in a pause
- Letting off steam
- Soothing/Calming
- Role of emotional self-care

Emotion Coaching and Worry

- Role of temperament
- Most children experience worry/fear but have difficulty showing it
- Different presentations
- Many parents don't recognise
- Parents may model worry/fear responses
- Differences to CBT
- Use: Emotion awareness, labelling, Managing Strong Emotions and slow breathing, The Noodle, self soothing, coping statements
- Face the fear – not avoiding but using ER

Children's Anger

- Understanding causes of children's anger (brainstorm with parents)
- Vital to see all the feelings behind anger
- Feelings separate from angry behaviour

Paths Envelope

How we respond to children's anger

- Building in a pause
- Intensity of anger – different responses
- When not to emotion coach
- Emotion coaching after strong anger
- Containment and responding to distress
- Repairing and saying sorry
- Avoid character assassinations or laughing
- Boundaries, family rules and consequences
- Time in/Time out – strengths and limitations

TIK resources for responding to children's anger

Calming/Self-control:

- Managing Strong Feelings
- Doing *The Turtle* and the Little Turtle Story

Letting off Steam/ safe anger expression:

- Things to do when you are angry
- *When Lester Lost His Cool*

Things to do when you flip your lid!

Build in a Pause

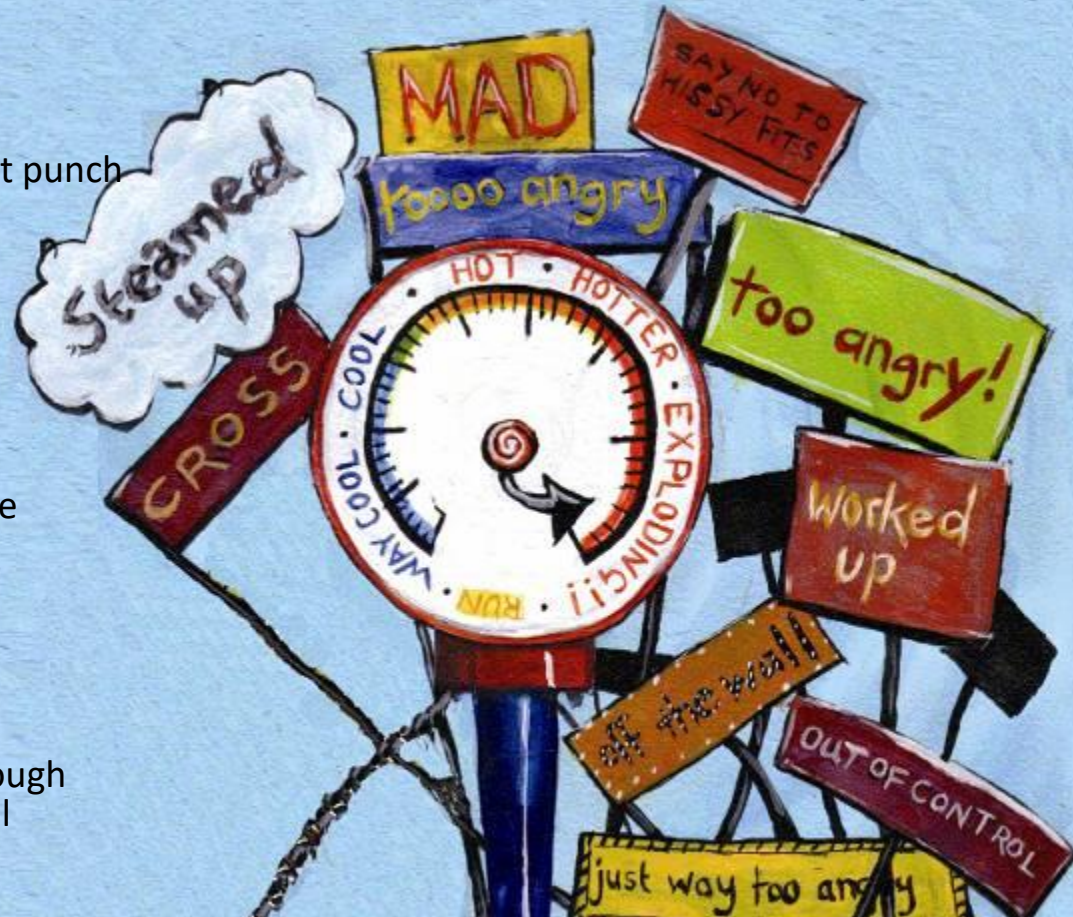
- Tell yourself, 'Stop!'
- Use a necklace, bracelet or your keys as a way of bringing your attention to here and now
- Focus on your senses –colours can you see, noises you can hear, tastes or smells, sensation of touch
- Breathe slowly 10 times
- Cool down! – run your hands under water, eat some ice, cold drink

Let off steam!!

- Jump on the trampoline
- Run up and down the stairs twenty times
- Go for a run around the house/yard
- Punch a cushion or punching bag (but don't punch people or things)
- Shut yourself in a room and have a yell
- Tell your toys how you feel and why
- Bang a drum!
- Play with a ball outside
- Twist a towel
- Have a good cry
- Listen to your favourite music
- Yell your anger down the plug hole and rinse the words away

Calm yourself...

- Have some quiet time in your bedroom
- Have a bath or a shower
- Talk to someone who is a good listener
- Draw how you feel or make it out of play dough
- Pretend to be a turtle – crawl into your shell



Tuning in to Kids Training

- Regular training in Tuning in to Kids and Tuning in to Teens
- Next Tuning in to Kids training November 12th and 13th
- Contact Hanne Holme: post@tidlig-innsats.no

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