

Supporting Emotional Regulation

Purpose

These learning activities are meant to be completed after watching the **Child Health BC Provincial Pediatric Mental Health Education** [**Webinar #3 Supporting Emotional Regulation**](#) and can be incorporated into mental health education sessions for individuals or groups.

Learning Objectives

1. Build an understanding of the prevalence and impact of trauma on a child/youth's emotions, behaviours and how trauma may influence their ability to cope in the health care setting.
2. Build on current skills to support children and youth with emotional regulation.

Learning Activities

Activities: Supporting Emotional Regulation

Time	Target Audience	Activity	Outcome
10-15 minutes	Small group or pairs	<p>Review the Kids Help Phone page: How to Teach Young People Emotional Self-regulation</p> <p>(small group) Practice role playing modelling behavior and asking questions in a calm and non-judgemental way.</p> <p>Discuss how you can apply this technique in practice.</p>	Learner will be able to demonstrate empathy and modelling to support the development of emotional self regulation in children and youth.
10-15 minutes	Group or Individual	<p>Window of Tolerance</p> <p>(Individual or Group)</p> <p>Think/pair/share: Review the window of tolerance and discuss its relationship to emotional regulation and coping.</p> <p>Is this something you could use with children and youth that you care for?</p>	Learner will be able to demonstrate skills and techniques to assist a patient in identifying when they are in a 'hyper arousal' state, and support them to return to their 'window of tolerance'

<p>7 minutes</p>	<p>Group or Individual</p>	<p><u>Positive Behavioural Support: It happens for a reason!</u></p> <p>NOTE: This video by the NHS provides an awareness of what can cause challenging behaviour in people with learning disabilities and/or autism.</p> <p>(individual) complete a journal entry and critically reflect on a previous experience you've had (or witnessed) working with a child with challenging behaviour that did not go well. Consider how could you might adapt the intervention in a positive way in a similar setting.</p>	<p>Learner has developed an understanding of positive behavioral support that can be applied to their practice.</p>
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Activities: Trauma Informed Care and Early Childhood Experiences

Time	Target Audience	Activity	Outcome
<p>30 minutes per module</p> <p>NOTE: There are 7 modules in total, they can be completed one at a time, but should be done in order</p>	<p>Individual</p>	<p>Complete <u>LearningHub Course #7621</u> Trauma Informed Care (TIC) eLearning Modules</p> <p>NOTE: this course is listed as a Northern Health Authority course, but it is accessible to all health authorities</p>	<p>The learner will be able to describe what trauma informed care is and what the guiding principles are.</p> <p>The learner will be able to articulate their role in the provision of trauma informed care.</p>
<p>15 minutes</p>	<p>Individual</p>	<p>Watch Learning Links Video: <u>Emergent Presentations</u></p> <p>(Individual) Complete a reflective journal entry and identify actions you can take to engage a child or youth in a way that supports their personal emotional regulation.</p>	<p>Learner can describe actions that can be incorporated into assessment that support child/youth engagement and emotional regulation.</p>

<p>16 minutes</p>	<p>Individual or group</p>	<p>Review HealthLinkBC resource: <u>Understanding how adverse childhood experiences (ACEs) can affect children.</u></p> <p>Watch Alberta Family Wellness Initiative's video <u>How Brains are Built: Introducing the Brain Story</u></p> <p>(Group) Reflect as a group. Discuss and share other sources of information that might be helpful for additional learning.</p>	<p>Learners will be able to describe ACEs and can articulate the impact they have on developing pediatric brains.</p>
<p>15-20 minutes</p>	<p>Individual or group</p>	<p>Review the <u>In Plain Sight Report</u> and model (page 19).</p> <p>(Individual/group) Reflect on, and discuss how these experiences with healthcare settings and providers can affect emotions, feeling of safety and trust. How can the learnings be applied in your personal practice and healthcare setting?</p>	<p>Learner can describe actions they can take to break the cycle of racism in healthcare.</p>
<p>15 minutes</p>	<p>Individual or group</p>	<p>Review this document from the Centre of Excellence for Women's Health: <u>Strengths-Based Conversation Skills for Trauma-Informed Practice</u></p> <p>(Individual/Group) Think/pair/share: Select one approach to add to your toolkit, and think of ways you can incorporate this approach into your practice.</p> <p>With a partner, or in a small group discuss the approach you have chosen and roll play</p>	<p>Leaner can demonstrate approaches to incorporate strengths based conversation into their practice.</p>

Additional Resources to Explore

Anna Freud NCCF. (2020, September 16). *UK trauma council: Childhood trauma and the brain* [Video]. YouTube.

<https://youtu.be/xYB0Y1kZpf8>

Arthur, E., Seymour, A., Dartnall, M., Beltgens, P., Poole, N., Smylie, D., ... & Schmidt, R. (2013). Trauma-informed practice guide. Victoria: BC Provincial Mental Health and Substance Use Planning Council. [Comprehensive Trauma Informed Practice Guide](#)

Beacon House. (n. d.). *Beacon house therapeutic services and trauma team: Resources*. www.beaconhouse.org.uk . [Resources \(Child and Family Mental Health\)](#).

Burkey, M. Ali, T., Hobson, B., Despins, L., & Sze, S. (2020). Addressing adverse childhood experiences (ACEs) in BC: Practical approaches. *BC Medical Journal*, 16(1), 14-17. https://bcmj.org/sites/default/files/BCMJ_Vol62_No1_ACeS.pdf

Kootenay Boundary Division of Family Practice. (n. d.). *Adverse childhood experiences: A toolkit for practitioners*. Divisionsbc.ca . [ACEs Toolkit for Practitioners](#).

Logan, L., McNairn, J., Wiart, S., Crowshoe, L., Henderson, R., & Barnabe, C. (2020). Creating space for Indigenous healing practices in patient care plans. *Canadian Medical Education Journal*, 11(1), e5-e15. <https://doi.org/10.36834/cmej.68647>

Northern Health BC. (2022, February 28). *National collaborating centre for Indigenous health: Compassion informed care* [Video]. YouTube. <https://youtu.be/2TdcPyNFv9A>

Poole, N., Talbot, C., Nathoo, T. (2017, January). Healing families, helping systems: A trauma-informed practice guide for working with children, youth and families. *British Columbia: Ministry of Children and Family Development & BC Centre of Excellence for Women's Health*. [trauma-informed_practice_guide.pdf \(gov.bc.ca\)](#)

Health Promotion. (n.d.). *Understanding and addressing vicarious trauma*. [LearningHub Course #7284]. Provincial Health Services Authority. [Understanding and Addressing Vicarious Trauma](#)

University of British Columbia. (n.d.) Motivational interviewing. [eLearning Course]. UBC CPD eLearning. [Motivational Interviewing](#)

NOTE: *UBC Continuing Professional Development is free, accredited; 2-hour online course introduces Motivational Interviewing (MI): a collaborative, patient-centered style of communication that can help strengthen personal motivation to change. Through a series of videos, self-reflective questions, exercises, and role-playing activities, this course will introduce you to the key elements of MI, and provide support and advice for successfully integrating MI into your clinical practice. This course has been created in partnership with Live 5-2-1-0 at BC Children's Hospital, and designed for all healthcare providers that work with children and their families.*

Williams, R. C. (April 3, 2023). *Position statement. From ACEs to early relational health: Implications for clinical practice*. Canadian Pediatric Society. [From ACEs to early relational health: Implications for clinical practice | Canadian Paediatric Society \(cps.ca\)](#)