

What Do We Want To Do?

*Explore Emotions
with...*

Validation

*Teach Coping
with...*

**Modelling or Positive
Processing Approach**

*Push for Change
with...*

DEARMAN

Validation (Exploring Emotions)

Using open and child led conversation to share emotions and reasoning

- **Do-s**

- **Ask Questions, Use Open Questions to Explore Conversation**
- **Let Children Share Emotions, Encourage Discussion of Thoughts and Feelings**
- **Show Understanding, Repeat Back or Reflect to Young People**
- State facts we know are right and support not close conversation
- Discuss what is inside of versus outside of the young person's control
- Ask Young People 'Imagine If' or 'What Could' Questions to Lead Conversation



- **Don't-s**

- **Tell a Young Person Answers or Expectations**
- **Add in Your Views or Opinions**
- **Value Things as Right or Wrong, Positive or Negative**
- Dismiss or Discount Things a Young Person Feels
- Approve Things You Do Not Agree With

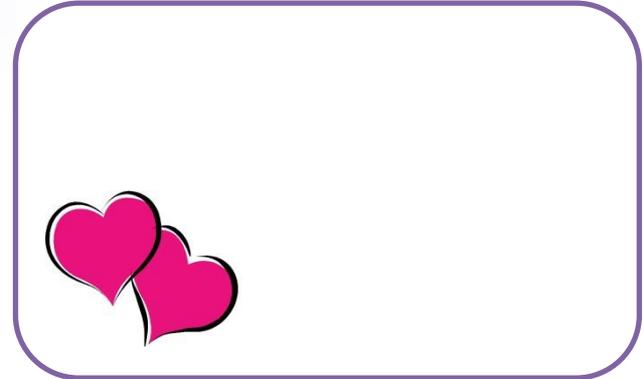


Kerry comes home from school, she seems really upset and spends the evening alone saying she's had 'the worst day ever' at school...

What questions could we ask?



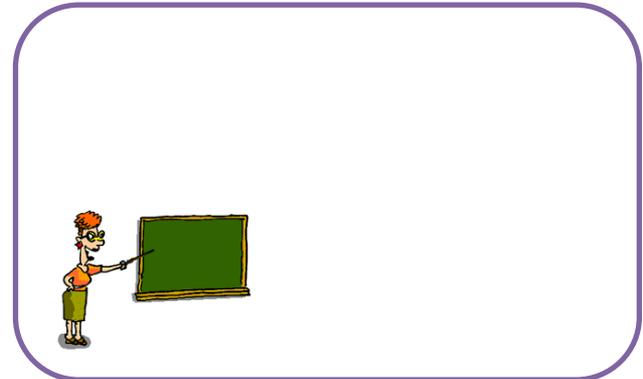
What feelings could we see?



How can show we've listened?



Should we instruct Kerry?



Situation:

What questions could we ask?



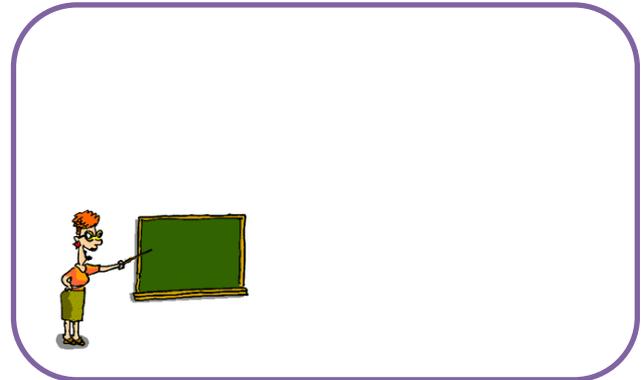
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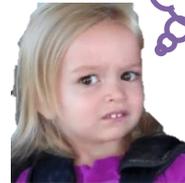


Modelling (Teaching Coping)

Using your actions to teach the child

- An approach where parents act out how to cope with anxiety-provoking situations.

Who?



- Who might model to your child?
 - It's important the child can relate and connect to them!

- What behaviour would it be useful for them to learn?

What



- How could you demonstrate this for them?

How?



A young person is unsure about... *how to respond when struggling with homework...*

- *Who can model to the child?*

- *What behaviour do we want them to learn?*

- *How could you demonstrate this for them?*

A young person is unsure about... *how to respond when struggling with homework...*



Who can model to the child?

What behaviour does the child need to learn?

How could you act this out for them?

The child learns

Situation:

- *Who can model to the child?*

- *What behaviour do we want them to learn?*

- *How could you demonstrate this for them?*

The Positive Processing Approach (Teaching Coping)

When parents and children attach, Young People look to the parents response as a way to **guide their understanding** and as a **safe base through which to explore**.

Positive Processing

- Guides and supports young people from a distance
- Praises and rewards young people's efforts
- Encourage independence through challenges



Cautious Processing

- Overprotecting the young person, stopping them from acting and experiencing
- Over-criticizing the young person, making their effort invalid
- Inconsistent approaches, leaving the young person lost



Essentially we're looking for the **sweet spot** between too much and too little, supporting but allowing experience of worries



A young person is struggling to... *mix with people at a family party...*

How can we replace **Cautious Processing** with **Positive Processing**?

Criticizing the child for being scared or 'too shy'



Praise & Reward Effort:

Shielding the child from conversations they find hard



Encourage Independence:

Speaking for the child and then suddenly disappearing



Support From a Distance:

Situation:

How can we replace **Cautious Processing** with **Positive Processing**?

Praise & Reward Effort:

Encourage Independence:

Support From a Distance:

DEAR (MAN) (Pushing for Change)

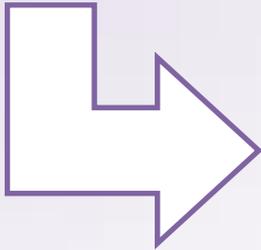
Flagging behaviours and showing alternatives

- **Describe** – Set out the problem or situation
- **Explain** – Show why this is a problem and how it makes others feel
- **Assert** – Be clear about what you want
- **Reward** – Tell the young person how they could benefit from what they're being asked to do

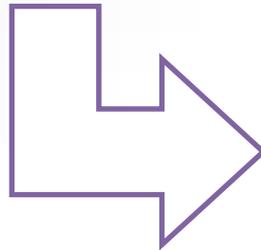
- ***Mindful** – Stay focused in the moment and the current conversation*
- ***Appear Confident** – Show your cool and your authority*
- ***Negotiate** – Be prepared to lower the bar or begin a process rather than delivering an ultimatum*

A young person is struggling to
behave... *having arguments with
siblings...*

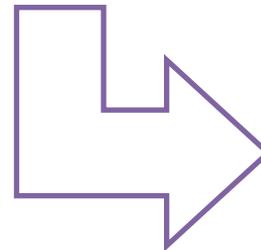
Describe the
Problem...



Explain why it
matters and how
it feels...



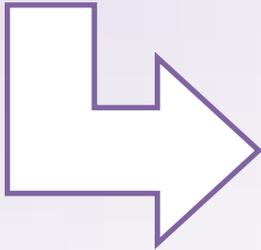
Assert what
should they do...



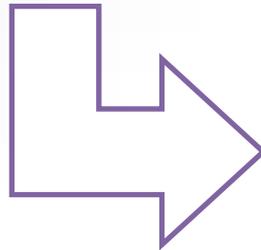
Reward what
would be good
about doing this...

Situation:

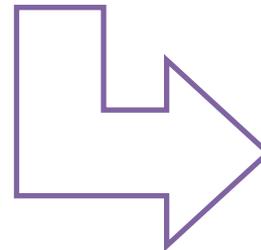
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