

# *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

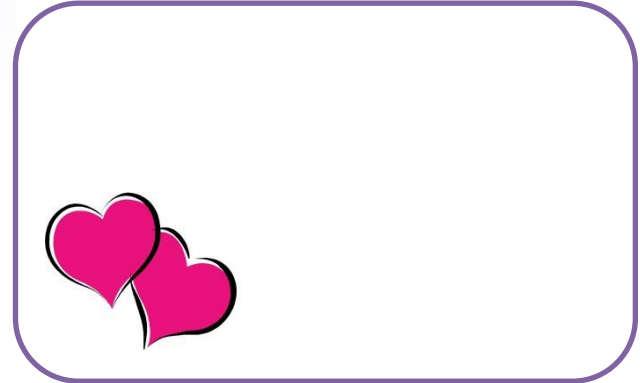


*Kerry comes home from school, she seems really upset and spends the evening alone saying she's had 'the worst day ever' at school...*

*What questions could we ask?*



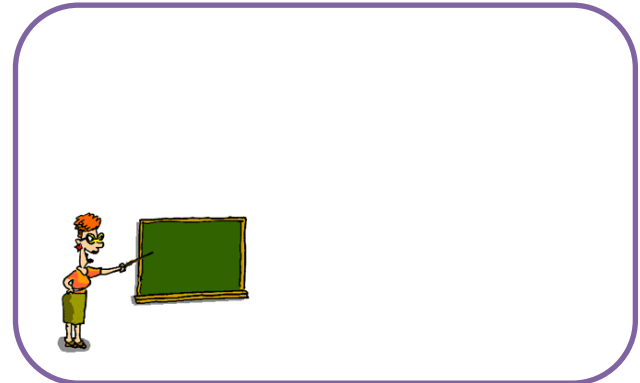
*What feelings could we see?*



*How can show we've listened?*



*Should we instruct Kerry?*



# Situation:

*What questions could we ask?*



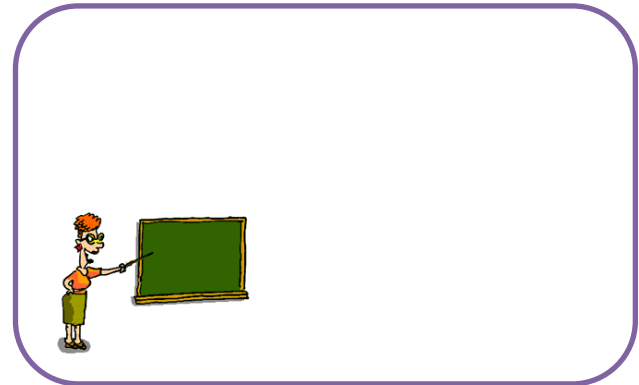
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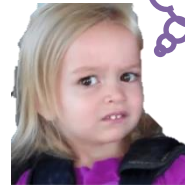


# Modelling (Teaching Coping)

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:*

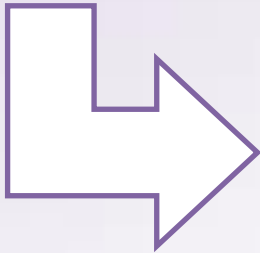
# DEAR (MAN) (Pushing for Change)

Flagging behaviours and showing alternatives

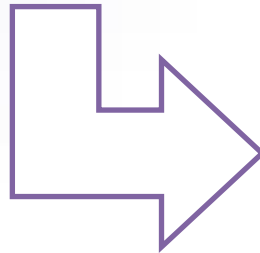
- **Describe** – Set out the problem or situation
- **Explain** – Show why this is a problem and how it makes others feel
- **Assert** – Be clear about what you want
- **Reward** – Tell the young person how they could benefit from what they're being asked to do
  
- ***Mindful** – Stay focused in the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

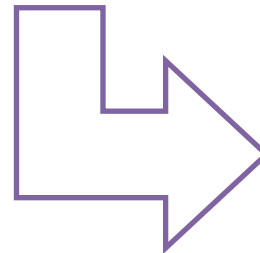
**D**escribe the  
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**E**xplain why it  
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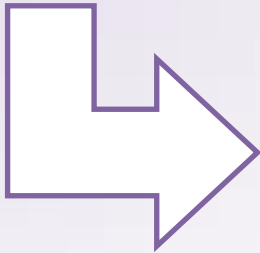
**A**ssert what  
should they do...



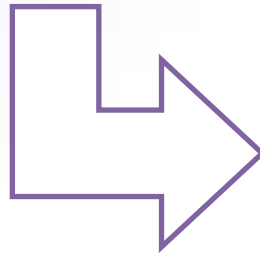
**R**eward what  
would be good  
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# Situation:

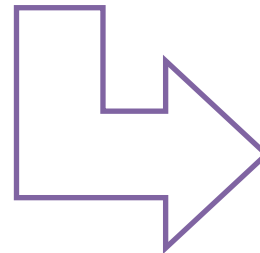
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