



8.1  
8.2  
**8.3**  
8.4  
8.5  
8.6  
8.7  
8.8

### 8.3. Articulating feelings and managing emotions

- An ability to draw in knowledge that the experience and expression of feelings may be influenced by how the unit itself is functioning (e.g. whether there is a positive therapeutic environment/milieu or high levels of disturbance)

- An ability to observe and ask about affective issues and concerns that are impacting on the child/young person

- An ability to discuss the ways that the child/young person currently recognise and manage their emotions, and help them identify the strategies they find helpful, and those they find unhelpful or unproductive

- An ability to use structured exercises and role play to help the child/young person identify, articulate (and label) emotions:

- role-playing situations that evoke feelings
- using information from a 'chain analysis' to help identify links between events and the feelings evoked
- encouraging the accurate identification and labelling of emotion
- encouraging a capacity to reflect on, rather than react to, emotions

- An ability to help the child/young person increase their capacity to tolerate emotions through:

- providing psychoeducation, including the fact that the capacity to tolerate emotions is influenced by the reactions of others to expressions of emotions (e.g. consistent disconfirmation by others leading to the inhibition of feelings), and:

- discussing the difference between primary emotions (feelings that emerge in direct response to a situation) and secondary emotions (reactions to the primary emotions, e.g. feeling angry about being hurt or shame about feeling anxious)
- recognising basic emotions related to survival (e.g. exploration/curiosity, aggression, and social emotions such as guilt and shame)

- focusing on both positive and negative emotions
- increasing the child/young person's capacity to tolerate emotions by validating the strength of feeling and distress experienced when they become emotional

- An ability to help the child/young person use techniques that help them to limit or better manage their immediate response to emotions including:

- muscular relaxation, breathing techniques and meditation and yoga techniques
- distraction techniques
- identifying cognitive triggers (automatic thoughts) that link to feelings, e.g. by using a daily thought record



8.1

8.2

8.3

8.4

8.5

8.6

8.7

8.8



■ An ability to help a child/young person increase their capacity to regulate low mood, e.g. by:

- identifying the relationship between periods low mood and difficulties in interpersonal relationships
- using chain analysis to help understand the development of the low mood

■ An ability to help a child/young person increase their capacity to control impulsive behaviour by:

- offering psychoeducation on the management of impulse control problems, and:
  - drawing attention to the consequences of focusing on emotions (leading to action without reflection and lack of premeditation and planning)
  - identifying the importance of decreasing the attention given to thoughts and emotions
- working with the child/young person to identify examples of impulse-control problems they have experienced
- considering the development of impulse control problems stage by stage, and working with the child/young person to identify alternative problem-solving strategies that could be implemented at each point in the sequence