

# Supporting Your Child's Emotional Development

## Holy Trinity CE Primary School

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## **Session One (9th March 2026) 8.45 – 10am**

- Exploring emotional regulation in relation to brain development

## **Session Two (22nd April 2026) 8.45 – 10am**

- An introduction to emotion coaching
- Q & A Session

# Regulation

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Temperature

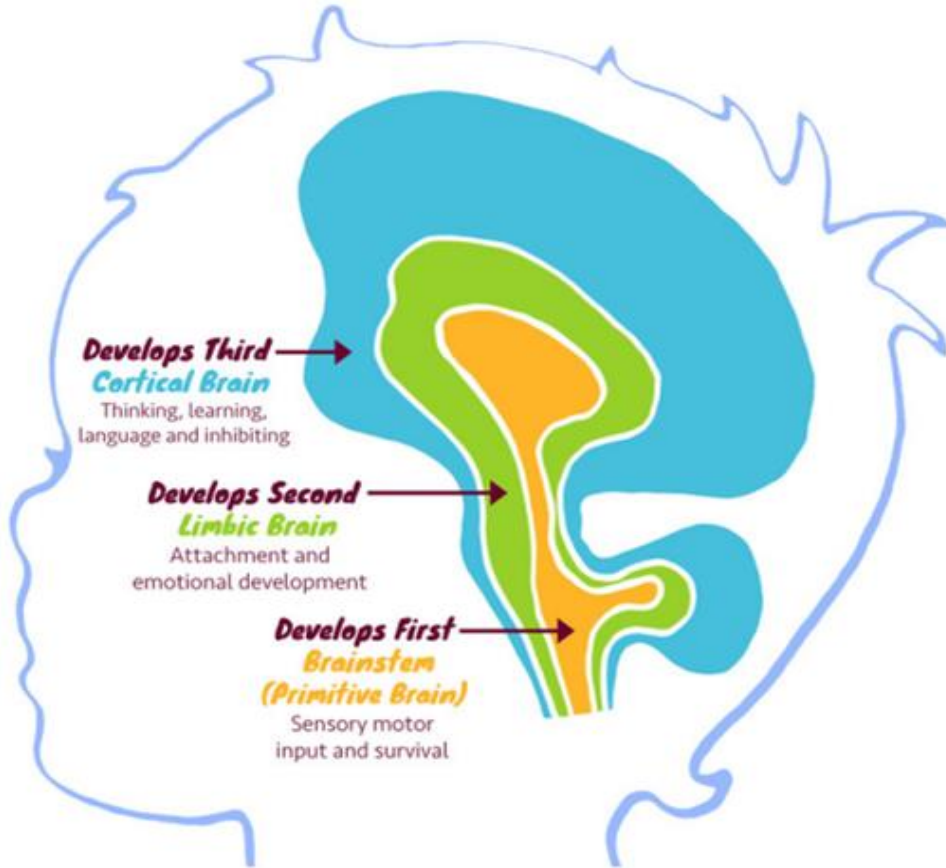
Cognitive

Behavioural

**Emotional**

# Why is Emotional Regulation Important?

- Children need opportunities to practise their emotional regulation skills as they become more independent. Supporting children to work through difficult moments and identifying these as teaching opportunities is key.
- Holy Trinity staff have received training in emotion coaching and would like to share these approaches with parents and carers.
- Consistency of approaches across school and home is likely to help children learn how to self-regulate.



Children's brains develop  
from the bottom up.



# Brain Development

# The developing brain: neural pathways



Newborn



1 Month



9 Months



2 Years



Adult

# Emotional Dysregulation



The amygdala fires off - this is the brain's primary emotional alarm system and threat detector,

The 'downstairs' brain is active and stress hormones flood the body.

The 'upstairs' brain is temporarily 'offline'

***When we are in a feeling place we have no capacity to think.***

# Dysregulation: What do we notice?

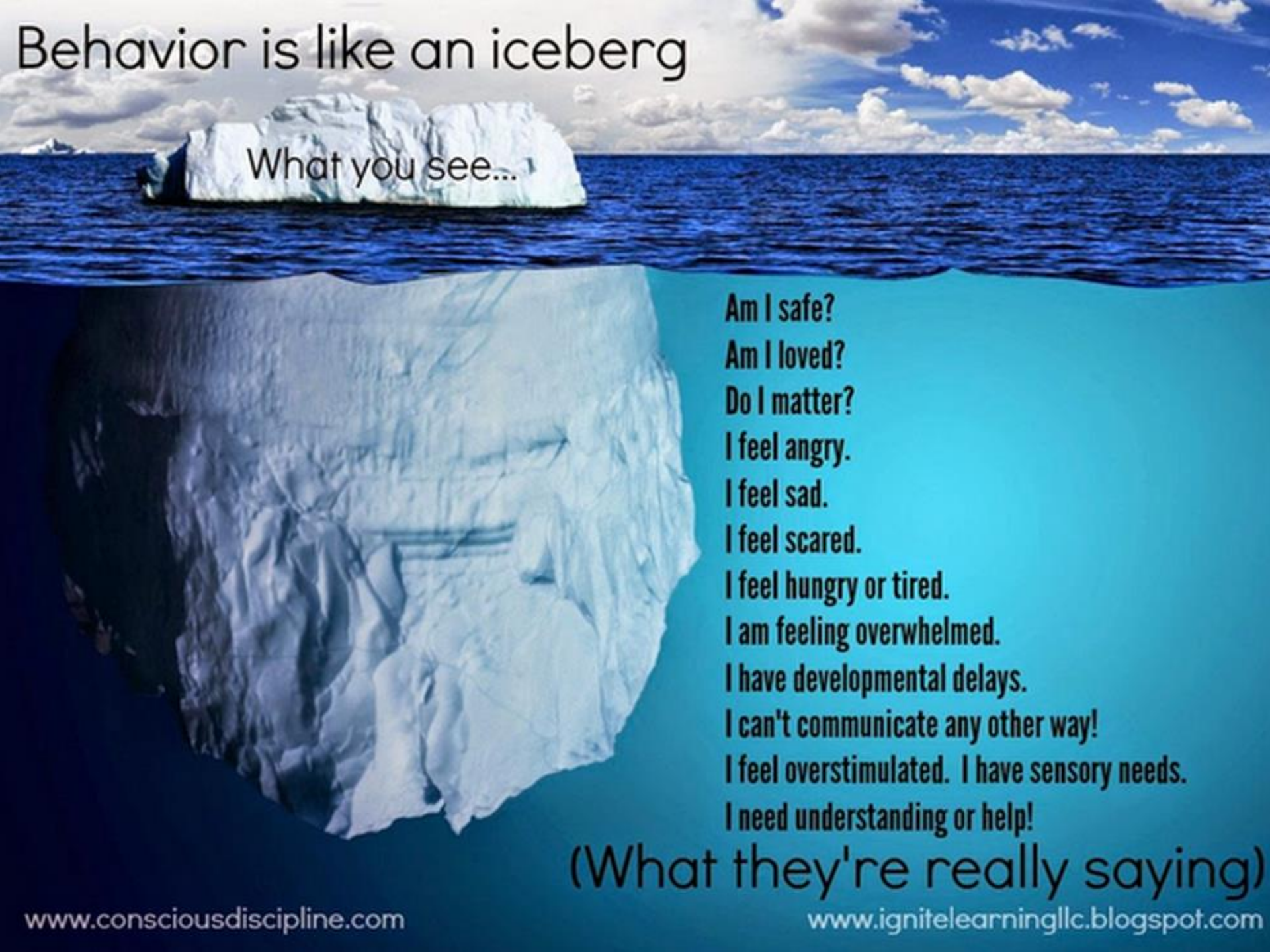
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What sorts of responses or behaviours do we see from children when their bucket has started to overflow?

What sorts of responses or behaviours do we see from adults when their bucket has started to overflow?

# Behavior is like an iceberg



What you see...

Am I safe?  
Am I loved?  
Do I matter?  
I feel angry.  
I feel sad.  
I feel scared.  
I feel hungry or tired.  
I am feeling overwhelmed.  
I have developmental delays.  
I can't communicate any other way!  
I feel overstimulated. I have sensory needs.  
I need understanding or help!

(What they're really saying)

# Emotional Containment

This concept, developed by Bion, a British Psychoanalyst, refers to the process of being **emotionally receptive** to another person's difficult emotions and helping them to process and integrate those feelings. It's about creating a safe and supportive environment where a child can **experience and work through their emotions without being overwhelmed or judged and without the 'container' becoming overwhelmed themselves.**

Emotional dysregulation presents opportunities for **learning and connection** – think back to the **neural pathways** which are developing



# The Concept of Co-Regulation

Examples of co-regulation:

Shushing/patting/rocking  
(infants)

Sitting alongside

Regulating our own breathing  
as a model

Repeated, supported  
phrases

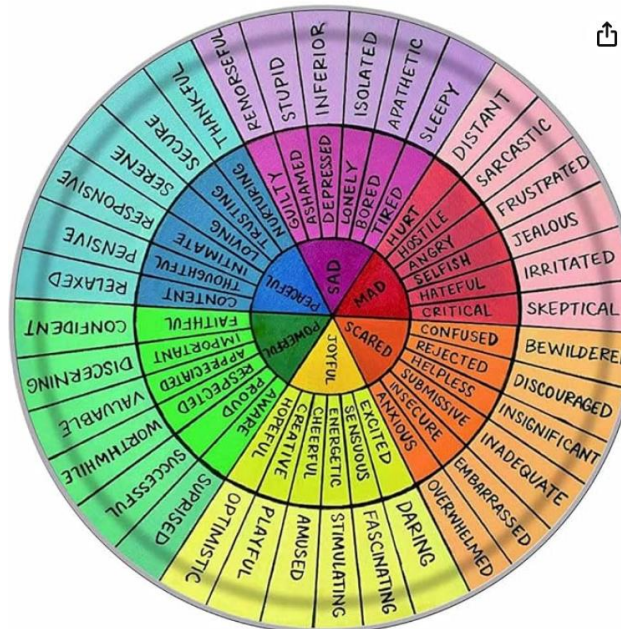
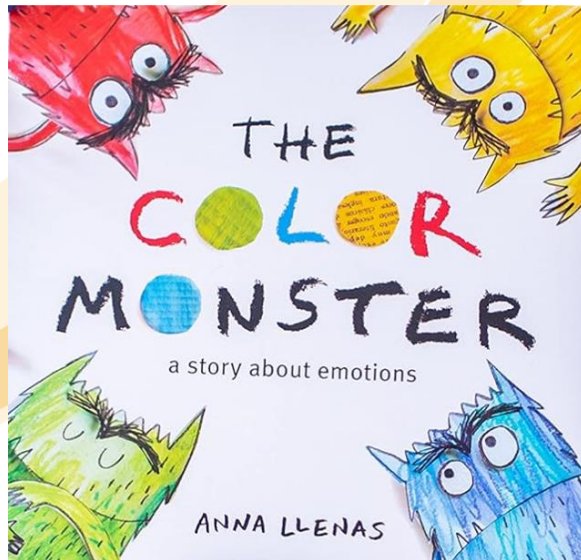
‘Time in’ rather than ‘time out’

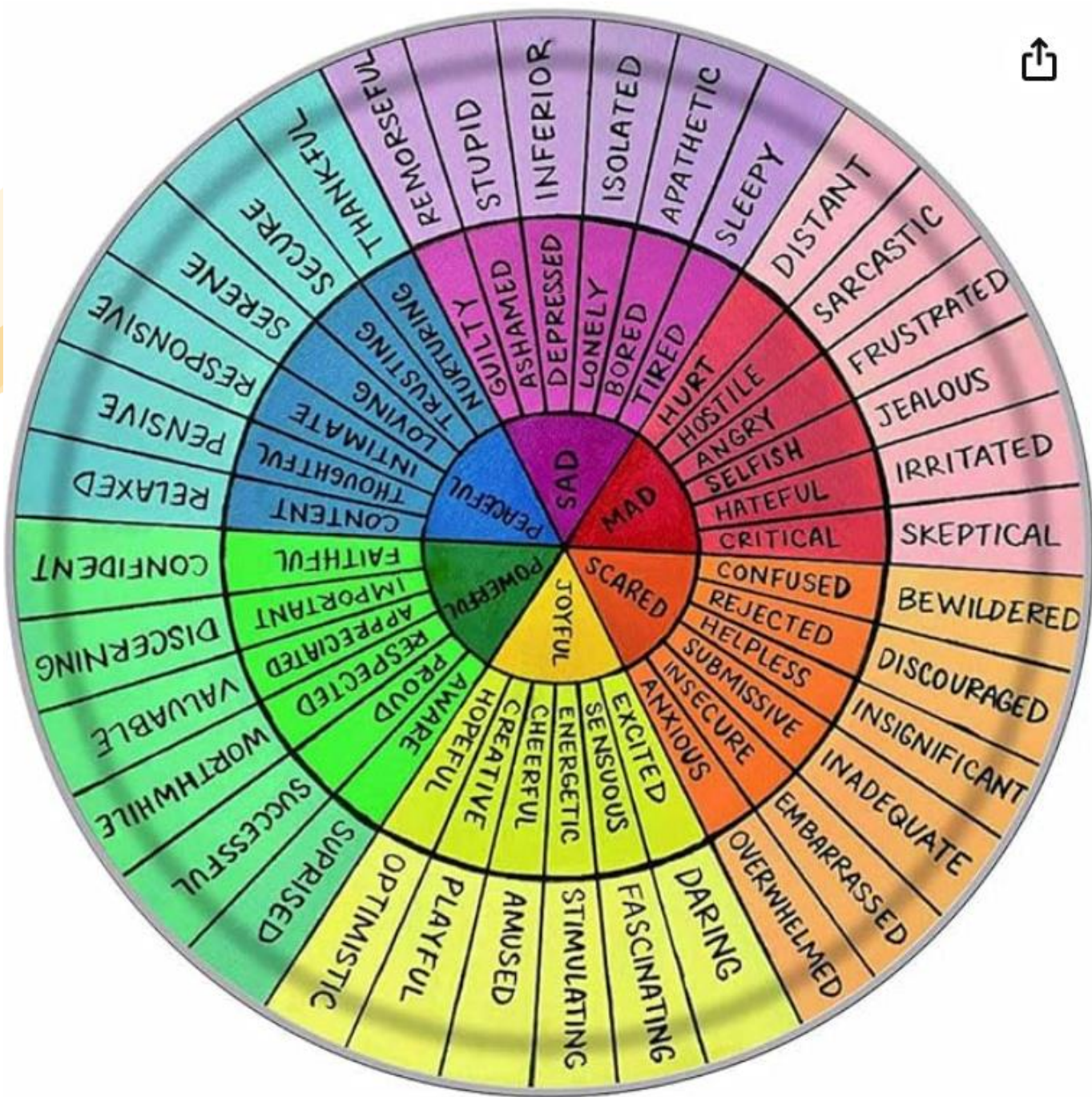


# The Concept of Self-Regulation



# Developing children's emotional literacy





# Key 'take home' messages

- Big emotions are normal for kids- our job is to contain these and help to coach them through.
- Don't be afraid to sit with your child's emotions and empathise, without trying to fix them or to distract from them.
- Learning how to cope with emotions in a healthy way is a key life skill. Create the right conditions to talk about emotions at home and model your own emotions as an adult.
- Echoing the workshop given by Hester Bancroft about children's' resilience - life is bumpy! We need to coach children to navigate the 'bumps' - alongside us at first and then with more independence.
- Removing all possible triggers for distress will not support children to become resilient or develop self-regulation skills. When children experience emotional dysregulation there are opportunities for connection and growth.

Thank You

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