



Identifying Children's Emotions & Behaviours

Sophie Tipple

CAMHS Specialist Community Adviser

Aims Of The Workshop

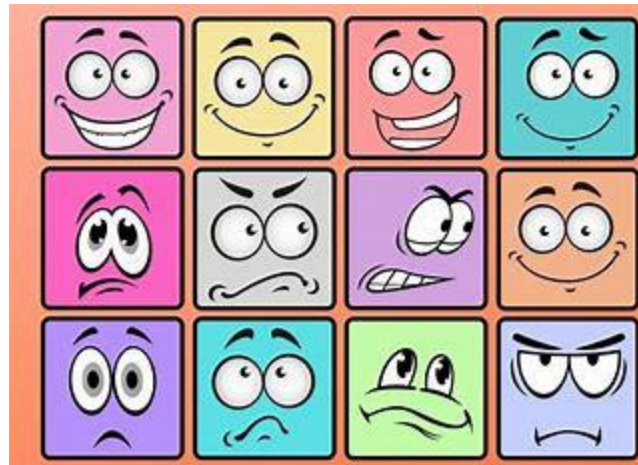
The aims of the workshop are:

- What are emotions and when should these be a concern?
- What is emotional regulation
- What are coping strategies and why they are important for emotional wellbeing
- What is 'normal' / 'typical' / 'expected' behaviours and emotions for children?
- What can cause a child to behave in certain ways?
- How to recognise behaviours that may require further assessment

Emotional Understanding

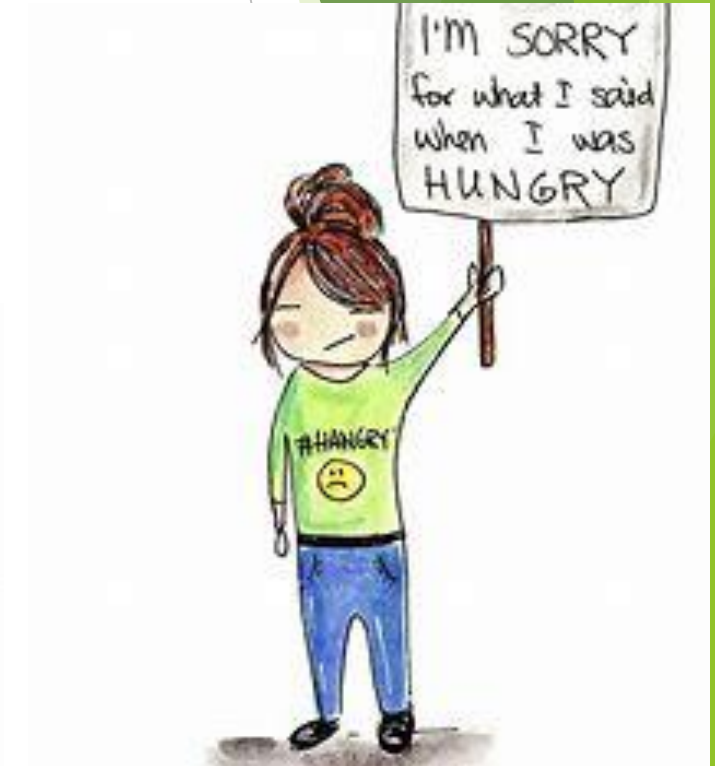
Do children notice their emotions?

- ▶ If so, can they name them?
- ▶ What words do they use?
- ▶ What words do you use?



What Can Cause A Child To Behave in Certain Ways?

- ▶ Emotions play a huge part in a child's behaviour
- ▶ Illnesses/fever - stomach aches, pain, etc.
- ▶ Hunger - hangry!
- ▶ Age
- ▶ Environment



‘Normal’ Behaviours

Children behave differently at different ages

4 years old	5 years old
May use critical language	Will recognise the importance of rules but for them, rules are ‘flexible’
Will back up what they are saying with actions or non-verbal behaviours	May accuse others of cheating if they don’t win
Will become competitive	Will start to show empathy
Might tell lies, extravagant stories, or have imaginary friend/s.	Will be able to share but may find it still difficult especially if sharing something important to them
Might be stubborn, defiant and bossy.	Afraid of failure/criticism and spooky/scary things
Will do all sorts of things to avoid bedtime & may have bad dreams.	Attention span increases
Might develop fears of the dark or become anxious about being separated from parent/care giver	Might present as being an ‘expert’ on everything
Will start to enjoy playing with other kids rather than simply alongside them.	Will enjoy joking around
Will test their limits with you but will still be keen to please and help you out when they can.	Will want to make own decisions and begin being in control
	May be moodier, more sensitive or more tired than usual (school)

6 years old	7 years old
It's pretty likely that they will know a lot more than you. Just ask them.	Might tend towards complaining, usually about their parents or the rules, but also about friends and other kids.
May begin to have tantrums again	Will feel misunderstood by many.
Can start to test the limits but will still want to please you and help out.	Can be dramatic about school, friends or life in general.
Will seek praise for their school work and for the good things they do.	Will try to use words to talk about how they are feeling but may become frustrated and angry when they are upset.
Will seek to master new skills and to feel competent.	Will be becoming more aware of what other people think.
Might worry about being away from you.	

8 years old	9 years old	10 years old
Will want you to think the way they do and will have little tolerance for your difference of opinions	Friends will start to be more important than parents, and this will continue through adolescence.	The tantrums of childhood will be calming down by now.
Will be very sensitive to what you think of them.	What their friends think will start to become more and more important.	Might still argue about rules and the necessity and detail of them.
Will often fight with the mother.	Will narrow the friendship field by having closer friendships, but less of them.	Will try to explain away misbehaviour through excuses and justifications. They will fight hard to find the loophole in the rule.
There won't be a lot of grey. Things will be black or white, right or wrong, good or bad.	Will share jokes and secrets with friends.	Promises become important and they will remember EVERYTHING - except when it's their turn to take out the rubbish.
This tendency to think in absolutes might cause a little trouble with friendships.	Will push against rules and directions and may disrespect you.	
	Will be able to be loving and silly but will also develop the capacity to be selfish, argumentative and abrasive.	

When Should Further Support be Considered?

Behaviours that may require further assessment

Not responding to their name

Avoiding eye contact

Not smiling when you smile at them

Getting very upset if they do not certain taste, smells or sounds

Repetitive movements

Not talking as much as other children

Repeating the same phrases

Not doing as much pretend play

Inattentiveness (difficulty concentrating & focusing)

Hyperactivity and impulsiveness

Many ASD/ADHD symptoms may not present themselves until after the age of 6

Areas of Difficulty

- ▶ Imagination - being able to create ideas; be flexible
- ▶ Getting the gist - being able to recognise commonalities despite differences
- ▶ Mindblindness - aware of having different thoughts and feelings to others and theirs being different to yours
- ▶ Sensory sensitivity - what the person's threshold for tolerance of different stimuli is
- ▶ Communication - being able to understand meaning using verbal and non-verbal language; being able to follow rules of conversation
- ▶ Restricted/Repetitive Behaviours - over-focusing on particular things

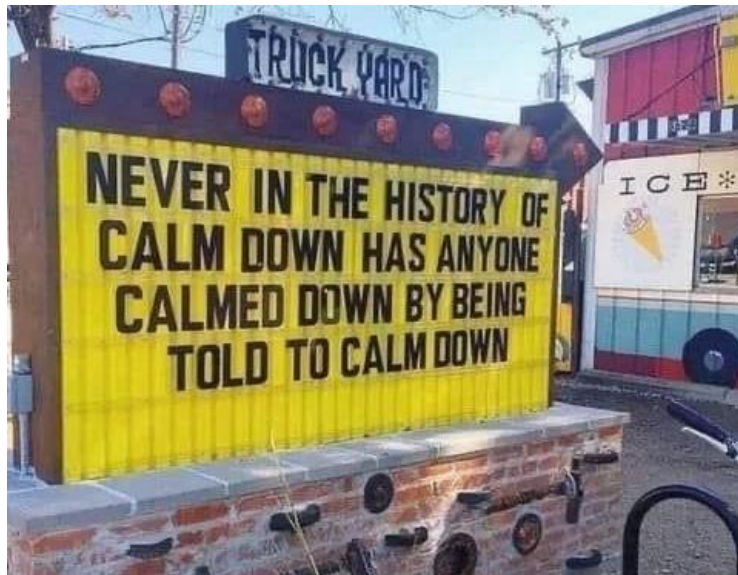
Emotional Awareness

- ▶ Emotional Literacy can be described as the ability to recognise, understand, manage and communicate emotions.
- ▶ Emotional Signatures, our facial expressions and body language are all connected with our emotions, if we smile we usually feel brighter.
- ▶ If we can become more aware of these emotions we could support young people in becoming aware of their body language and how this might affect their communication.
- ▶ The aim of this is to reduce the intensity of the emotion they are feeling and support them in managing this better.

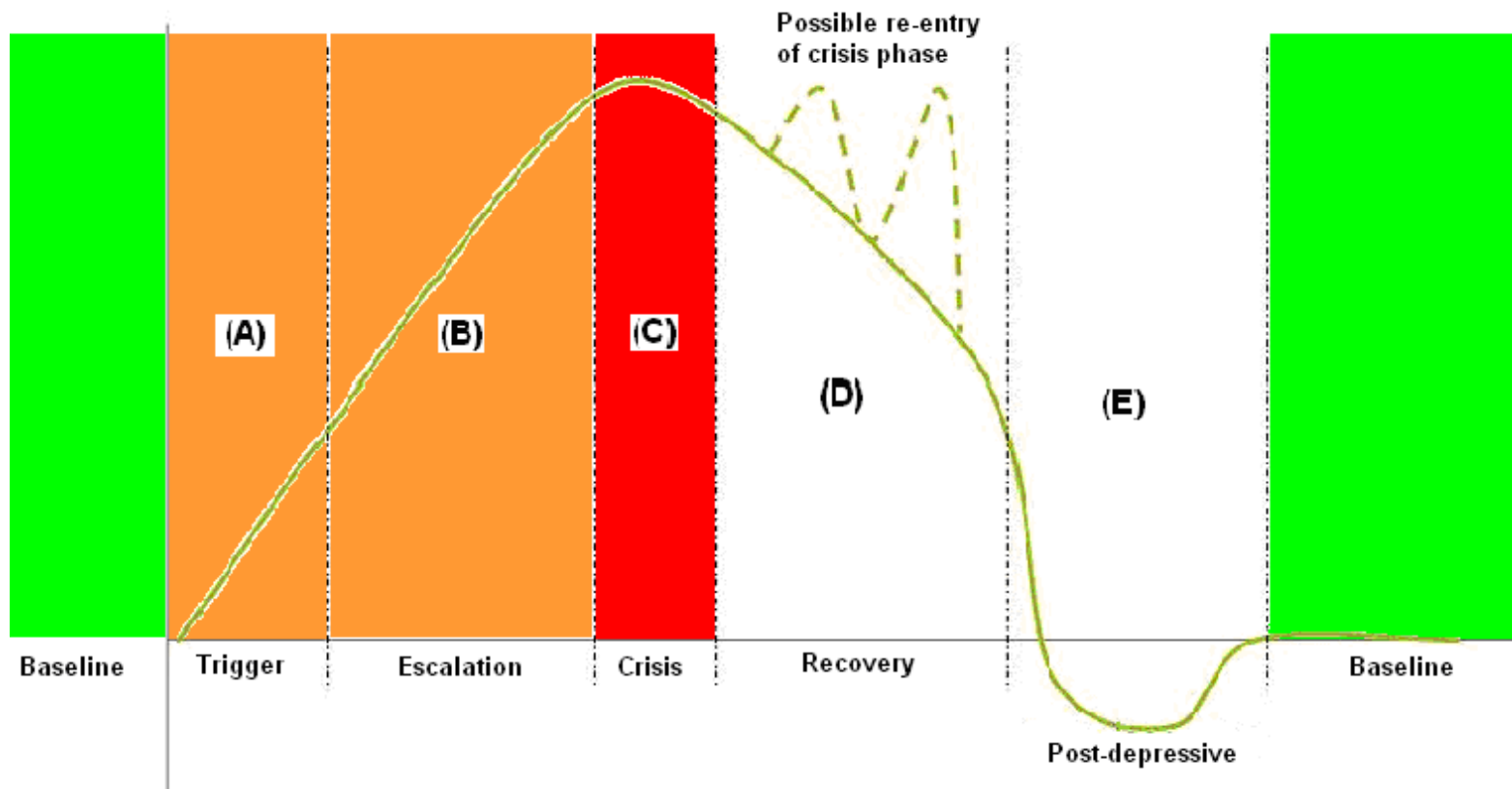


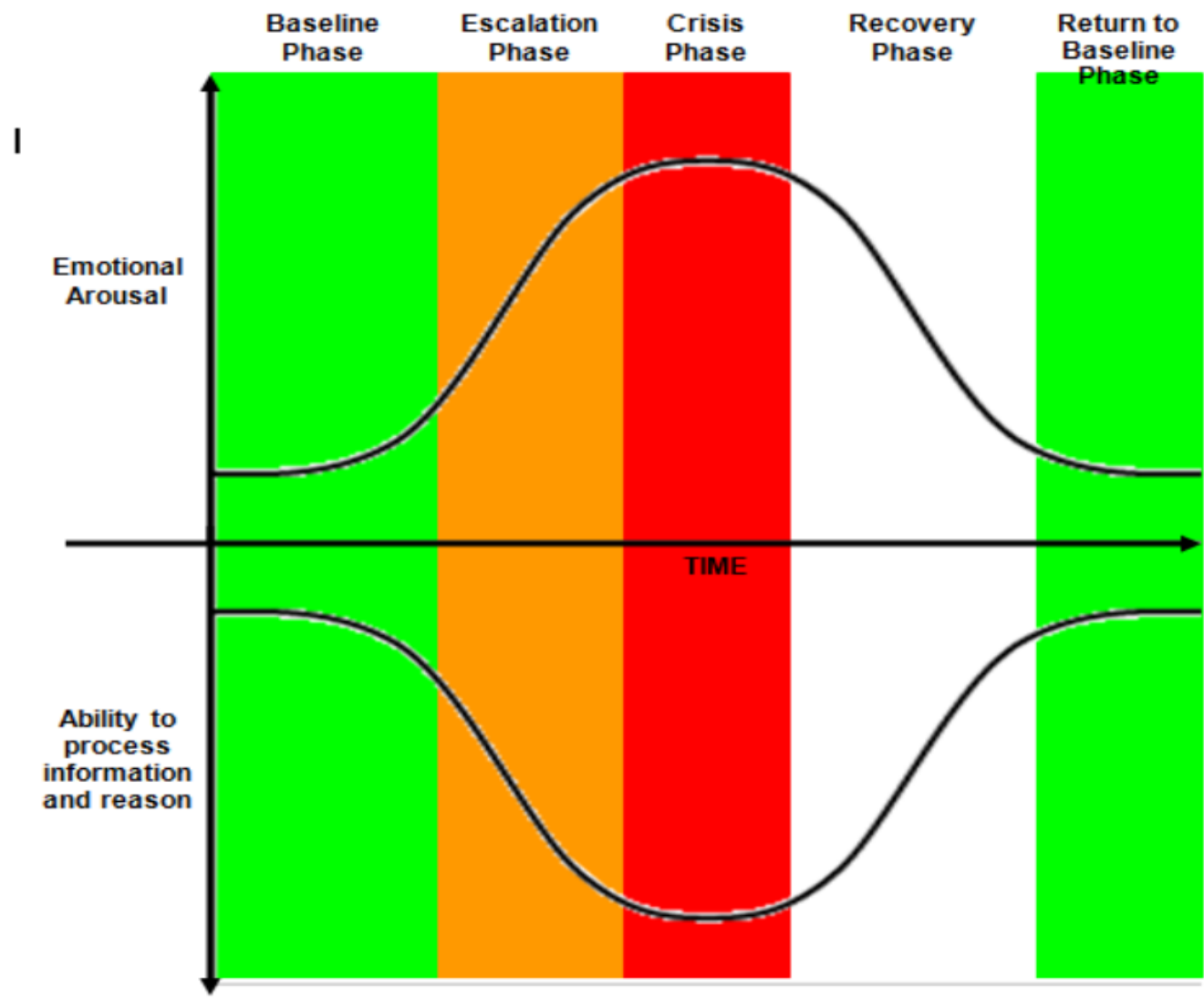
Group Discussion

- ▶ How did you learn to regulate your emotions, what skills did you develop that you still use today?
- ▶ Reflect: are our young people being taught these skills in regulating their emotions too?



Understanding Emotional Arousal





During Crisis phase, emotional arousal is at its highest and the ability to process information and reason is at its lowest. It is difficult to listen and reason when emotional arousal is high. It is unwise to intervene verbally at this stage. Make sure everybody is safe.

Pros and Cons to Assessing and Diagnosing

Pros	Cons
Access support from additional services	May be too early to truly identify the cause behind behaviours
Give better understanding regarding behaviour, strengths and needs, and appropriate support	The outcome is not certain. An assessment does not necessarily lead to a diagnosis. The waiting lists are incredibly long, and you may still remain uncertain about the cause of the problems.
Explain the reason why a child / young person always felt different, therefore increasing their own confidence and understanding of themselves	Support may be minimal, meaning you/your child may not receive much more help than you did before diagnosis.
Make parents feel more able to cope with other people's reactions to their child and lead to a greater sense of confidence	Your child might think there is 'something wrong' with them.
Give parents and their child a clear and realistic sense of the limitations and challenges the child may face as a result of the disorder	Your family may not be in a good emotional space at this time to go through this process.
Help schools find more specific information to give them a better understanding of a child's strengths and difficulties	There have been disruptions in your child's life and development (e.g., trauma, significant illness etc.) and it is difficult to identify the impact of these.
Extra help in schools - this is based on the child's individual needs not on the diagnosis	People might treat your child differently, with a 'one size fits all' approach to ASD. Others may be dismissive of a potential diagnosis.
	It can raise questions about other members of the family

CAMHS Specialist Community Adviser Support

- ▶ That's me!!
 - ▶ Free support regarding children's mental health
 - ▶ Able to attend professionals meetings, TAFs, or just general meeting with yourself and parents.
 - ▶ Identify the best support/service for the child you have concerns about
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- ▶ Sophie Tipple, Sophie.tipple@nhs.net,
07825 995967



Further Support

Locally:

- ▶ Derbyshire Information, Advice and Support Service for SEND (DIASS) - <https://www.derbyshireiass.co.uk/home.aspx>
- ▶ NeuroHubs - www.monkey-park.co.uk
- ▶ Derbyshire Autism Services - <https://www.derbyshireautismservices.org/>
- ▶ CAMHS North Derbyshire - <https://www.camhsnorthderbyshire.nhs.uk/>
- ▶ Autism East Midlands - <https://www.autismeastmidlands.org.uk/>

Nationally:

- ▶ National Autistic Society - <https://www.autism.org.uk/>
- ▶ ADHD UK - <https://adhduk.co.uk/>