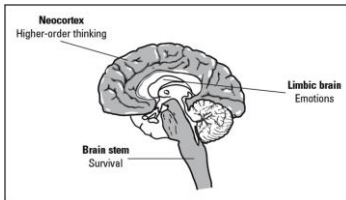




Handling Tantrums With Confidence Using The 4 C's Framework



What Happens in the Brain during a Tantrum or Meltdown?

We “flip our lids”! - Dr. Dan Siegel⁷

Here’s what other experts say: -“Kids do well if they can” -Dr. Ross Greene

-When children are acting out, they are “crying out for love” -Dr. Becky Bailey

When children are distressed, we must give them the support they need:

The 1st C

Connection calms the stress response!¹

Remind children that they are loved.⁴ Ideas for connecting:

- Show pictures of people being cared for
- Sing!

“The single most common factor for children who develop resilience is at least one stable and committed relationship with a supportive parent, caregiver, or other adult.”²

The 2nd C

First, remain calm yourself, then help the child

- Take deep breaths
- Be mindful of your body
- Engage the senses
- Think positive thoughts
- Get curious, not furious!
- Move!

The 3rd C

- First give *empathy* by reflecting what you see, hear, or think the child is feeling.

Physical behaviors	Verbal behaviors – not addressing problem	Verbal behaviors addressing problem
Reflect what you see in the person's face and body	Reflect what you think the person is feeling	Reflect what you hear the person saying
"Your face looks like..."	"You seem..."	"It's hard when..."

(Gillespie & Seibel 2006; consciousdiscipline.com)

- Then give **compassion**

-by expressing a desire to help the child handle the feeling and
- by providing the help

“I’m here to help you handle the mad feeling.

Let’s ---” (blow bubbles, pound clay, jump up and down, etc.)

Later when children are calm, we must strengthen their ability to respond adaptively to future situations. This promotes resilience.

The 4th C _____ - Building

Strategies for Building Self-Regulation:^{3, 5}

- CONNECT - Strengthen relationships with connecting activities
- TEACH - Scaffold self-regulation skills
- MODEL appropriate behavior – Practice self-regulation, use self-talk and parallel talk
- Provide STRUCTURE and Predictability – Provide warnings before transitions that help children plan for the next activity
- Play GAMES that help children to stop and think⁶
- Adjust your “E’s” – EXPECTATIONS & ENVIRONMENT
 - Consider developmental delays in executive functioning skills
 - A variety of sensory materials, Visual supports, Many opportunities for choice
- Help children REFLECT on their feelings and learn to CALM themselves
 - Include materials and activities that help children learn about and cope with feelings
 - Teach calming strategies when children are calm and ready to learn

Play Connecting Games that include:

- Emotional warmth
- Close contact
- Playfulness

(adapted from
consciousdiscipline.com)

Behavioral Regulation Games

- **Head-Toes-Knees-Shoulders** – Have children point to one body part when you name another
- **The Freeze Game** – Children dance and freeze into position when the music stops
- **Sleep, Sleep!** – Direct children to pretend to sleep then wake up as different animals

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