

Lahó't'e
?edédéhdí



A.M. Creech

Full of Feelings

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When caregivers help a child to name and manage their feelings, the child is starting to develop an important life skill - the ability to *self-regulate*.

Children who learn to seek comfort and manage their feelings are better able to learn and handle the ups and downs of everyday life.

Caregivers who try to be calm and responsive to children are better able to model self-regulation and support children on this journey.

Sahtúot'ineḡ Yatı́ (Fort Good Hope)







Dzjné
gotoreht'e
?edédéhdi.

Þaghatári
nýde
Sóðihahj.



ʔaghatári
níde
rahji.

ʔaghatári
níde góshó
seyisodidáwe




ʔaghatári
nídē gonezó
yédi.



ʔaghatári
Seriyasodewe





Paghataři
dŭyĕ yerehwe.



Paghataři
gorédile.

Gott'o
soxo
rápedizewe.



Rárehdiréwe
se?o
?agóréyít'e.



Dúle sets'é
ranadi.



Sile niwá
newileh
yea gots'e
neji.

Dúle
?eléghá
dawikəh.



Dúle
sets'ere
rahúhtó.



Dúle
hasa.



Dúle
gudáh.

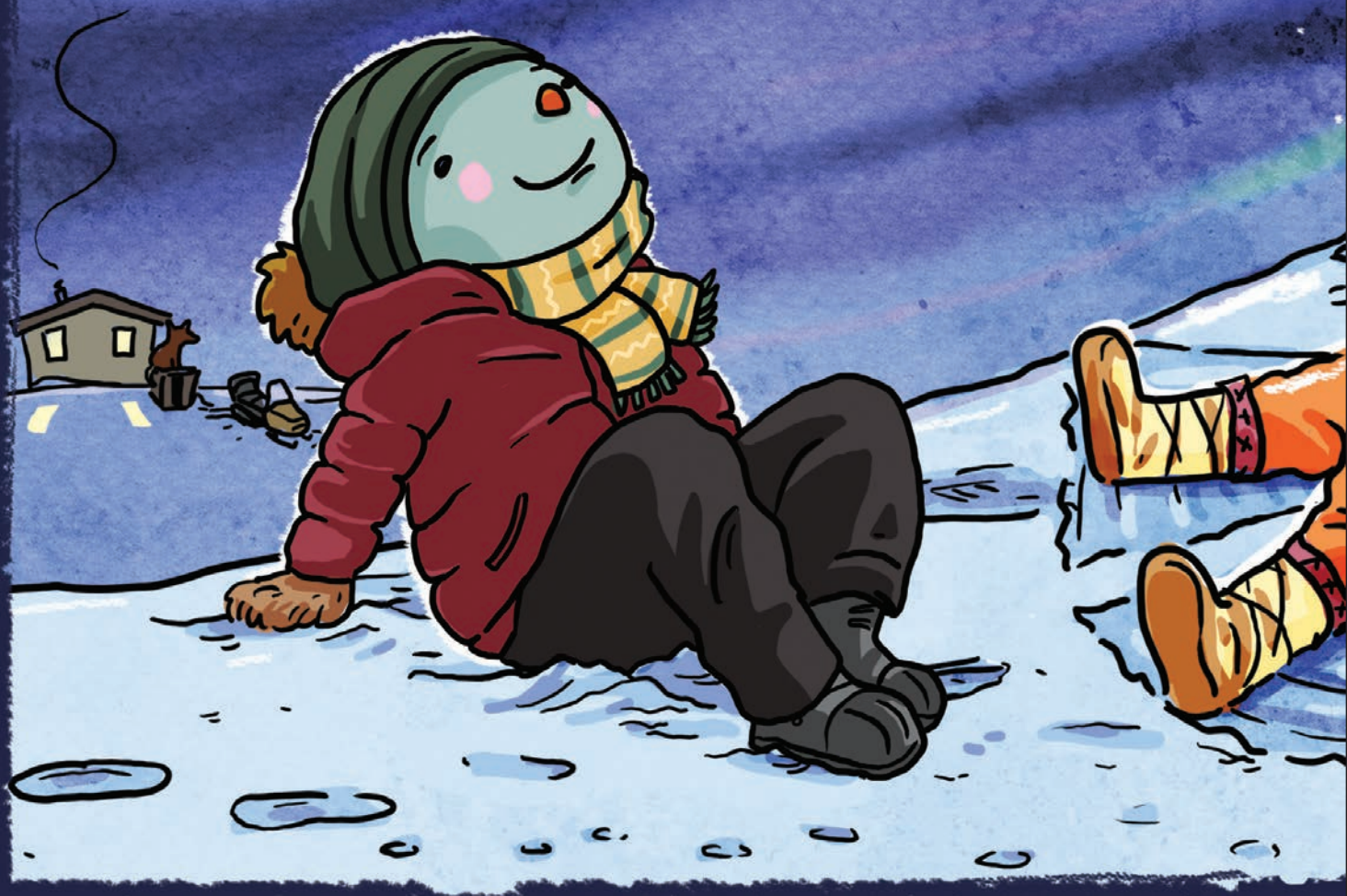
Dúle
heje.

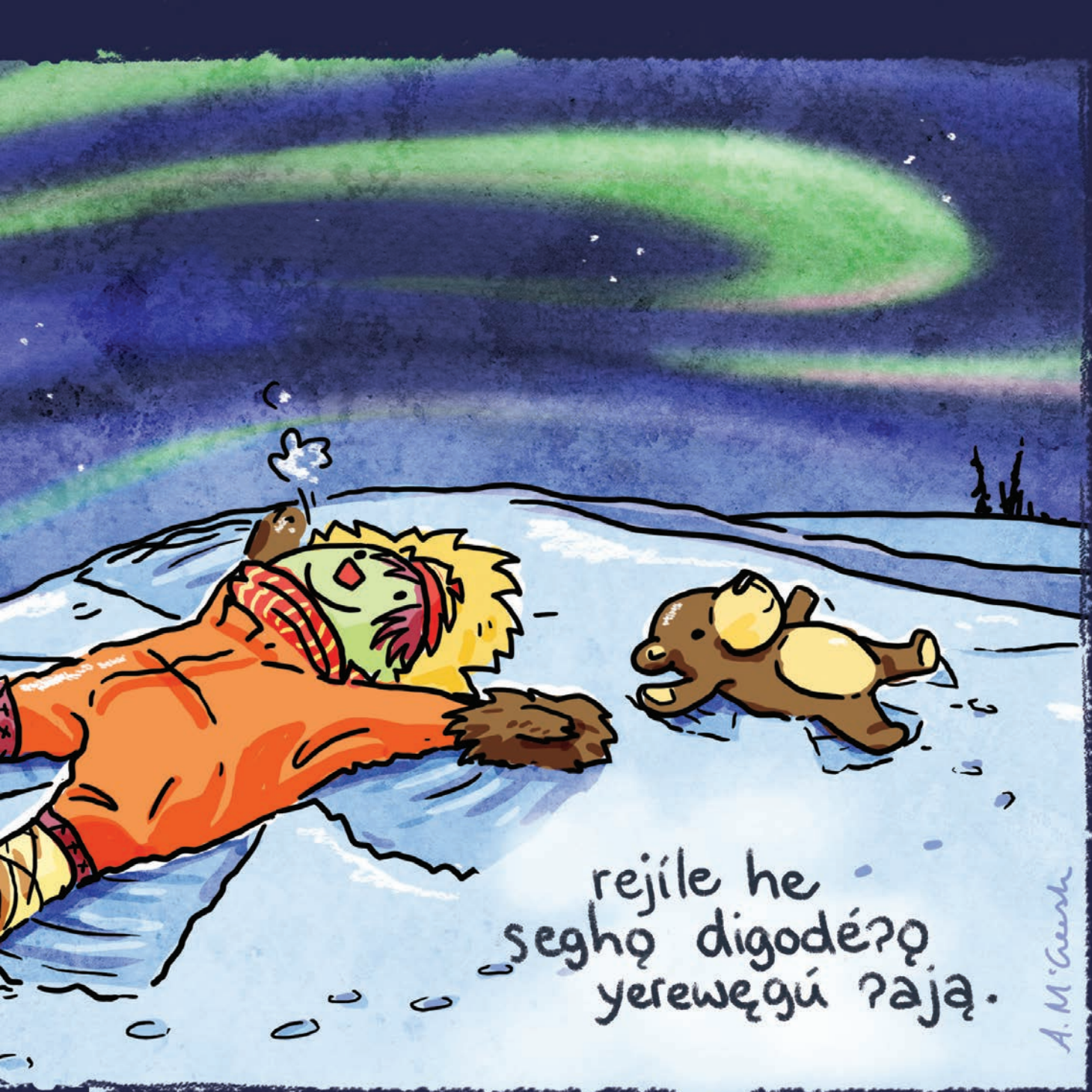


Dúle
rálehito.



Rápedizewe
gú sets'e
ráyinadi,





rejile he
segho digodé?o
yerewégú ?aja.

A.M. Gresh

Help the child in your life begin to develop self-regulation

1. SOOTHE YOUR CHILD WHEN THEIR FEELINGS GET TOO BIG

Young children need an adult to help them manage their BIG feelings. You can be a calming presence for your child. Get down to their level, use a soothing tone of voice, have a patient and kind facial expression, and take time to slow down. Pay attention to the things that help your small child calm down and help them. You are not spoiling your child by doing this. You are showing your child they can count on you.

2. TALK ABOUT FEELINGS

Young children are learning about feelings. Help your child learn the words to describe their feelings. When you give emotions a name, it helps your child to do the same and teaches them that emotions are okay. You can say “I see you are angry because they knocked down your tower” or “I can see you are sad because your balloon flew away”.

3. BE A ROLE MODEL

You can be a role model for how to handle BIG feelings. If you spill a drink, you can say something like “I feel frustrated when I spill something. I’m going to count to ten and calm down before I clean up the mess.”

4. HELP YOUR CHILD CREATE A REST AND RESTORE SPACE

Have your child pick a stuffed animal, blanket, or cushion that can be put on the floor in a special place. Talk about having a safe place to use when your child needs to rest and restore. Encourage your child to use the space but don’t force them.

1. SHOW EMPATHY WITH YOUR CHILD'S FEELINGS

Show that you understand how they are feeling. When you see your child feeling an emotion you can say something like “You look upset. It’s okay to feel that way. I can give you a hug.”

2. SHARE STORIES ABOUT FEELINGS

Read your young child books with many pictures and few words that show emotions. As you read, point to the children’s faces and name the emotions. For example, “That baby is crying. He looks sad” or “She looks really excited with her new toy”. It’s important to take these opportunities to talk about feelings when the child is calm and focused.

3. USE SONGS TO TEACH ABOUT FEELINGS

Music is a good way to share and express emotions. Sing familiar and comforting songs like a lullaby you learned from your grandmother, drum songs, and love songs. Teach your child songs like “When you’re happy and you know it...” Make up new verses like “When you’re sad and you know it, get a hug.”

4. PLAN HOW TO HANDLE BIG FEELINGS WITH BIG BEHAVIOURS

These tips are ways to help reduce tantrums and meltdowns with your child. Tantrums are normal for young children and can be expected. They are your child’s way of saying “I am overwhelmed.” It can be difficult to communicate with your child during a tantrum or meltdown, so the best way that you can help is by remaining calm, keeping them safe, and being there to help soothe your child once the heat of the moment has passed.

For more support for you and your child, contact your Regional Early Childhood Consultant or your health care provider.

