

HELPING GIFTED AND 2e KIDS MANAGE “ALL THE FEELS”

Emily Kircher-Morris, LPC



Unlimited Potential

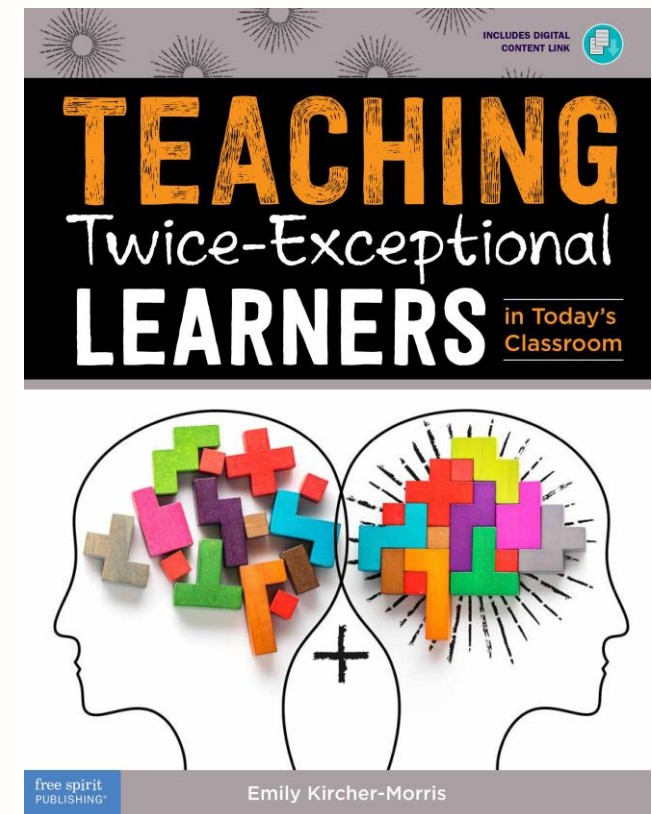
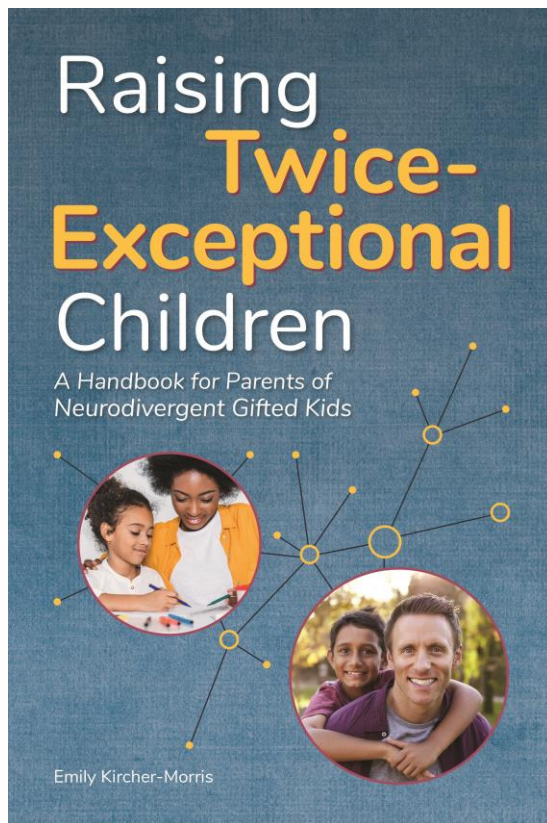
Counseling & Education Center



**KEEP
CALM
AND SEE YOUR
SCHOOL
COUNSELOR**



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PEYTON



HANNA

EMOTIONAL INTENSITY

- Compassion and empathy
- Strong affective memory
- Capacity for strong attachments and deep relationships
- Awareness of a wide range of feelings
- Difficulty regulating emotions
- Inability to see outside their own emotions
- Highly somatic expressions of emotion
- Harsh self-judgment

BIG FIVE PERSONALITY MODEL

Openness to
Experience

Conscientiousness

Extraversion

Agreeableness

Neuroticism

Open to new and
different ideas
(Intellect)

Open to
Imagination/
Fantasy

Open to
various
beliefs and
values

Open to
feelings

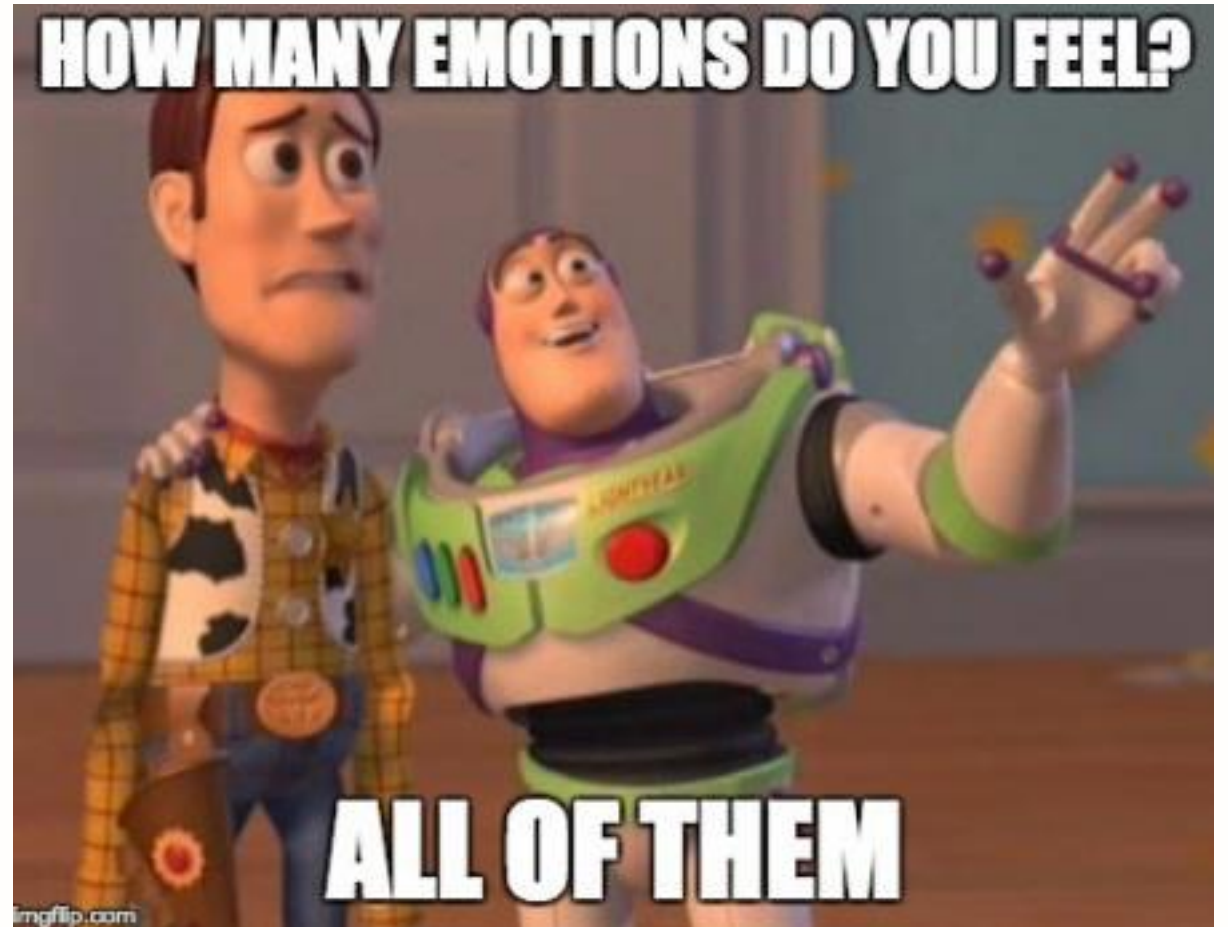
Open to diverse
behaviors

Open to aesthetic
experiences

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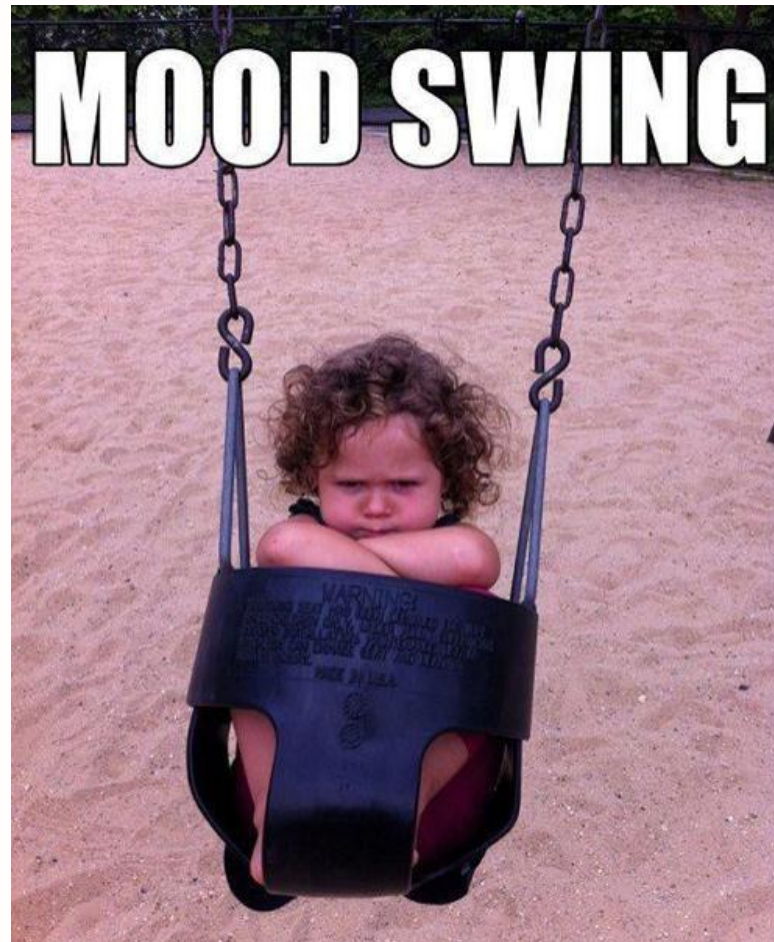
FACTORS INFLUENCING EMOTIONAL REGULATION

- Appropriate classroom setting
- Perfectionism
- Twice-exceptionality
- Heightened awareness of world



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COACHING KIDS THROUGH “ALL THE FEELS”



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THE "I-CAN" METHOD FOR REGULATING EMOTIONS

I		
C		
A		
N		

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INVESTIGATE: Tracking Activators

- Keep track of triggers
- Surface level dysregulation ≠ Cause of dysregulation
- Transitions?
- Unexpected changes?
- Notice irritability
- Share observations



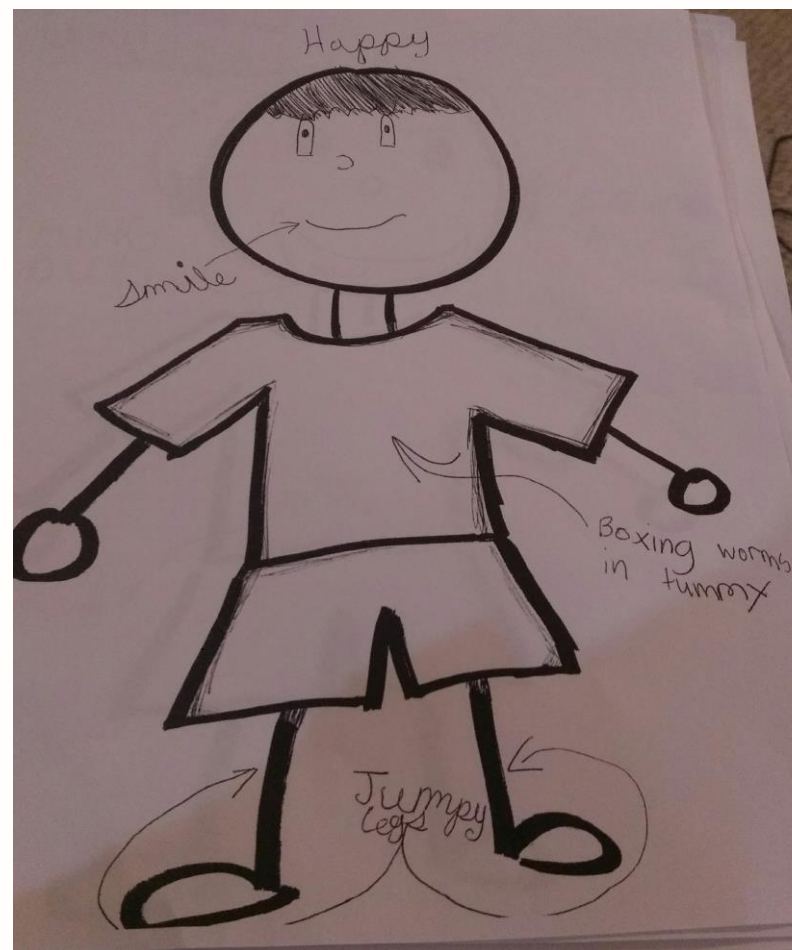
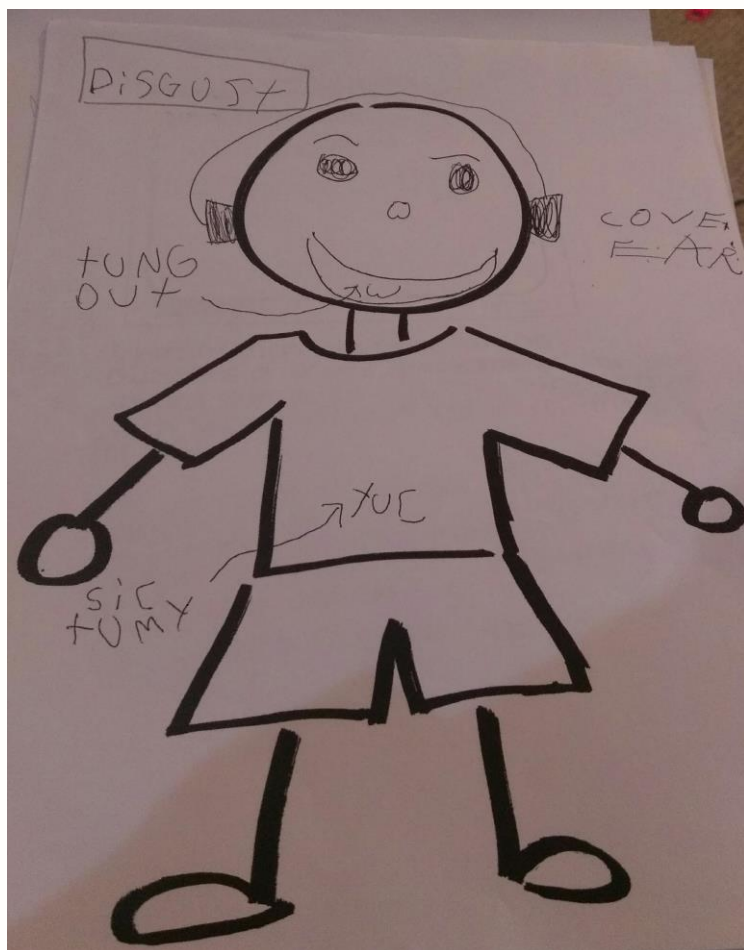
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INVESTIGATE: Check-ins



- Normalize check-ins on emotions on a regular basis
- Take temperature
- Daily rating/journal
- “Detective perspective”

INVESTIGATE: Body Signals of Emotions

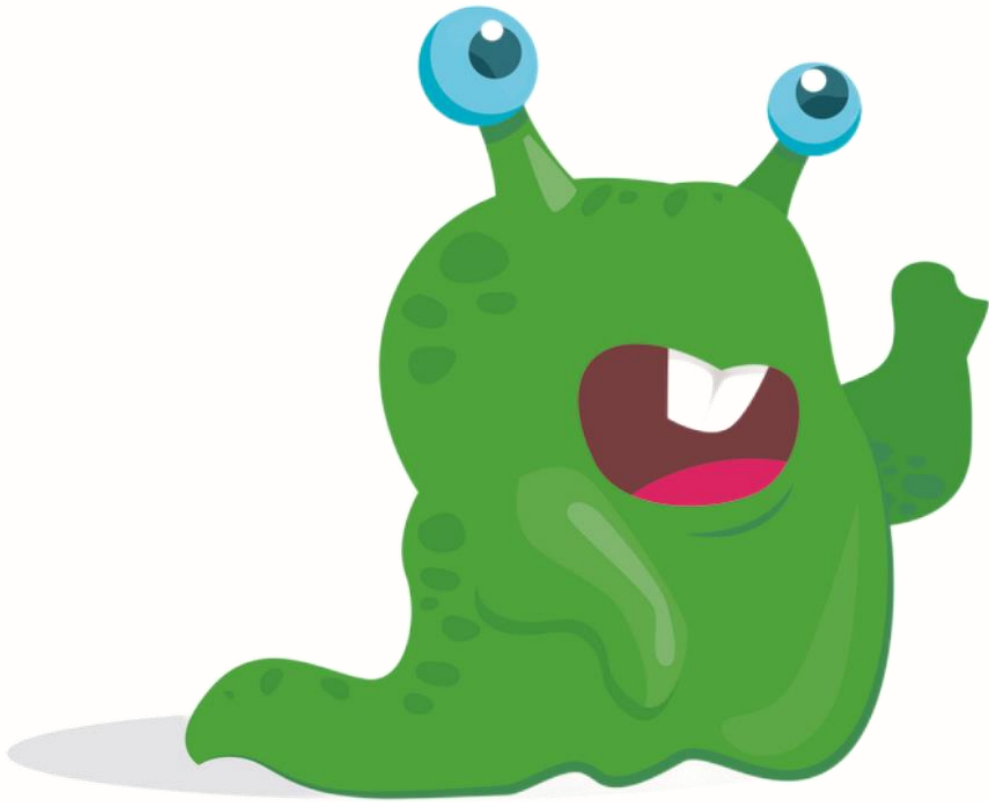


THE "I-CAN" METHOD FOR REGULATING EMOTIONS

I	INVESTIGATE	<i>Build awareness around dysregulation; recognize and understand signals as they build.</i>
C		
A		
N		

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COMMUNICATE: Build Emotional Literacy



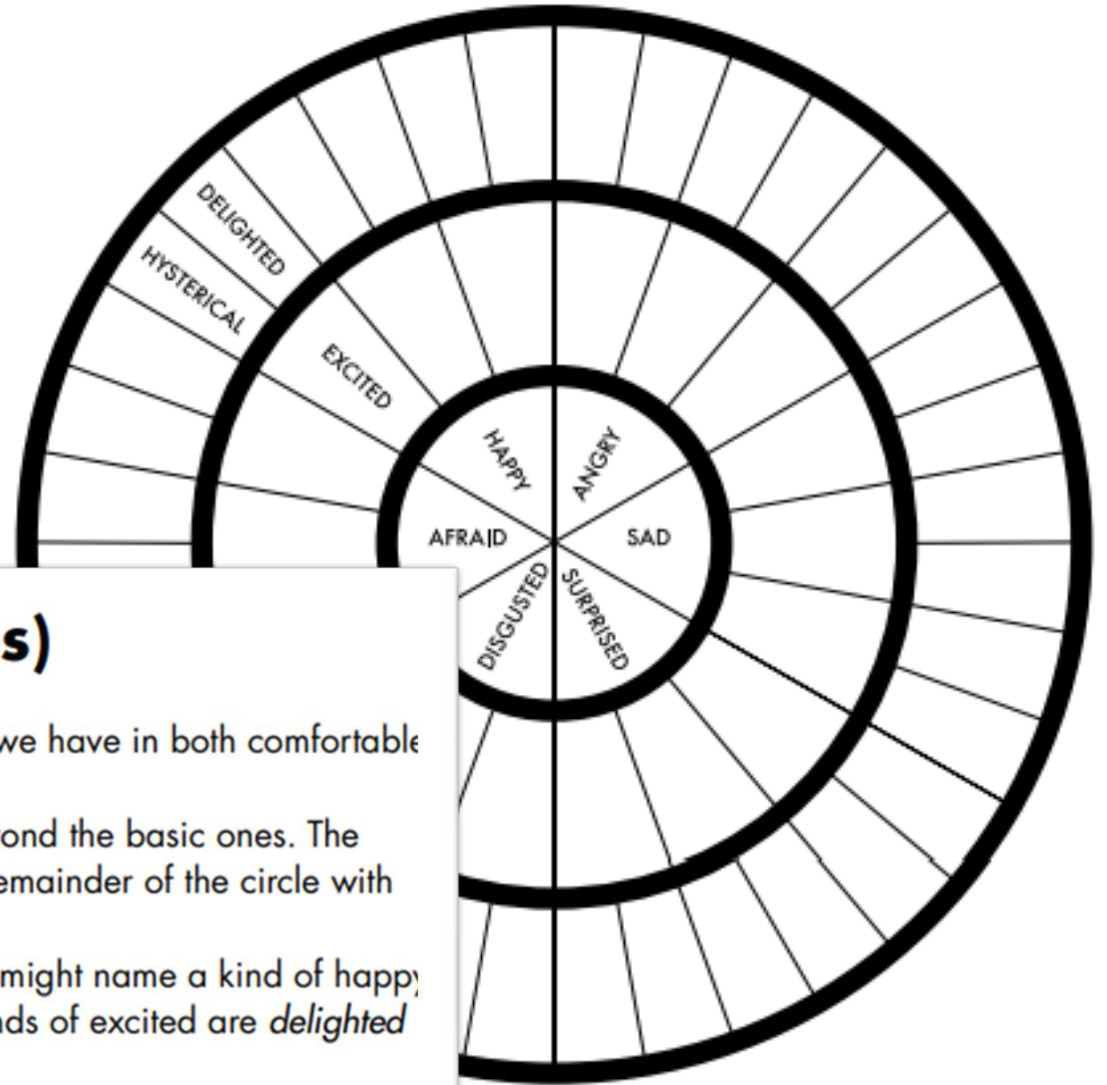
- Finding the “just right” emotion word is powerful
- Alexithymia can be a barrier

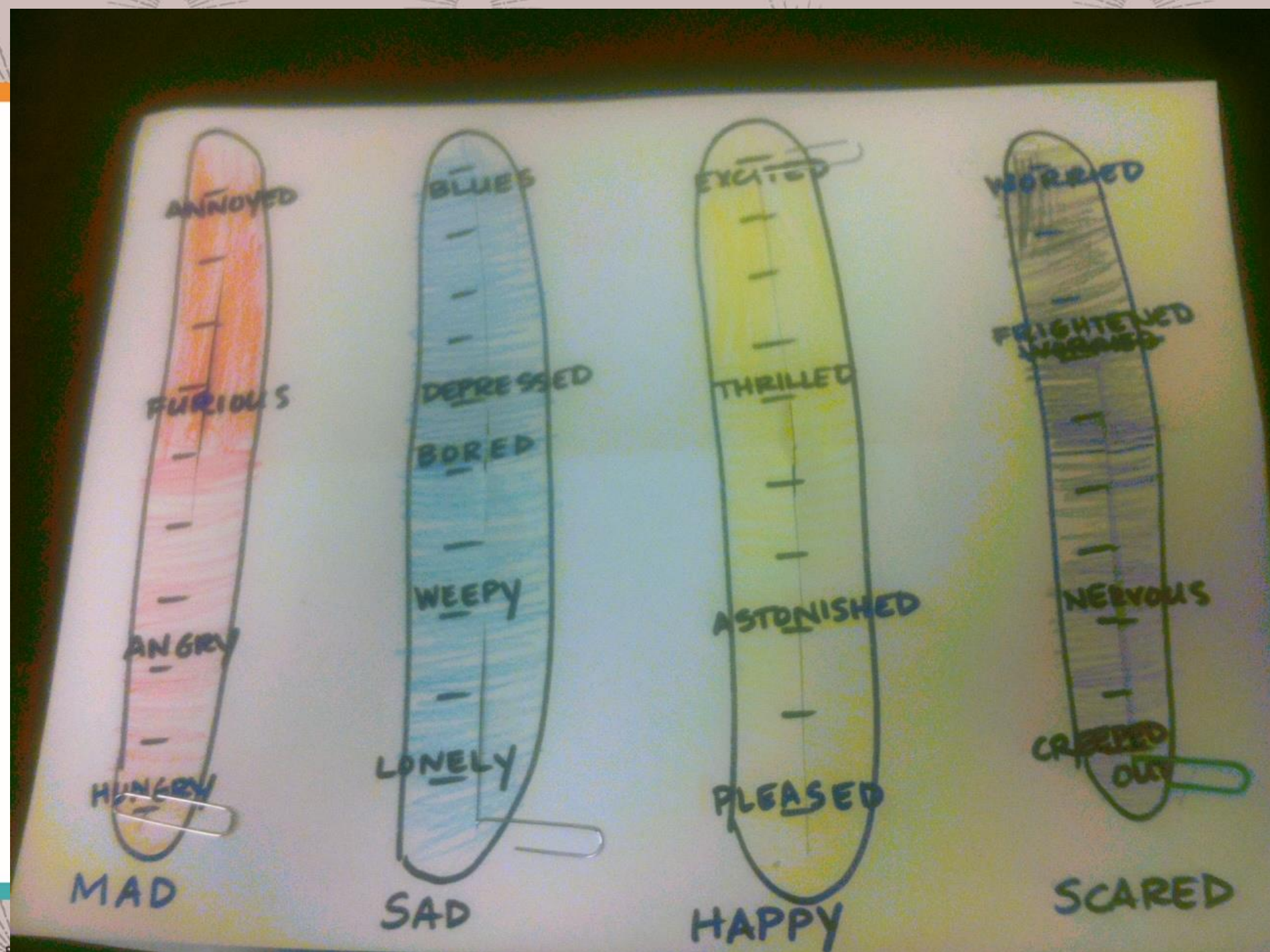
Emotion Wheel (All Ages)

To gain control of our emotions, the first step is to recognize the emotions we have in both comfortable and uncomfortable situations.

An **emotion wheel** is a tool that can help you identify emotions beyond the basic ones. The center circle is already completed for you with basic emotions. Fill in the remainder of the circle with emotions that get more specific you move outward.

For example, the word *happy* is in the center circle. One emotion that might name a kind of happy is *excited*. On the outermost circle, two emotions that might be different kinds of excited are *delighted* and *hysterical*.





ANNOYED
FURIOUS
ANGRY
HUNGRY
MAD

BLUES
DEPRESSED
BORED
WEEPY
LONELY
SAD

EXCITED
THRILLED
ASTONISHED
PLEASED
HAPPY

WORRIED
FRIGHTENED
NERVOUS
CREEPED OUT
SCARED

COMMUNICATE: Model Emotional Literacy

- Verbalize your own dysregulation.
- Show vulnerability.
- Explain your strategies.



COMMUNICATE: Self-Advocacy



1. Recognize when help is needed.
2. Find help.
3. Ask for assistance.
4. Offer a suggestion or idea.

THE “I-CAN” METHOD FOR REGULATING EMOTIONS

I	INVESTIGATE	<i>Build awareness around dysregulation; recognize and understand signals as they build.</i>
C	COMMUNICATE	<i>Find ways to communicate about being dysregulated.</i>
A		
N		

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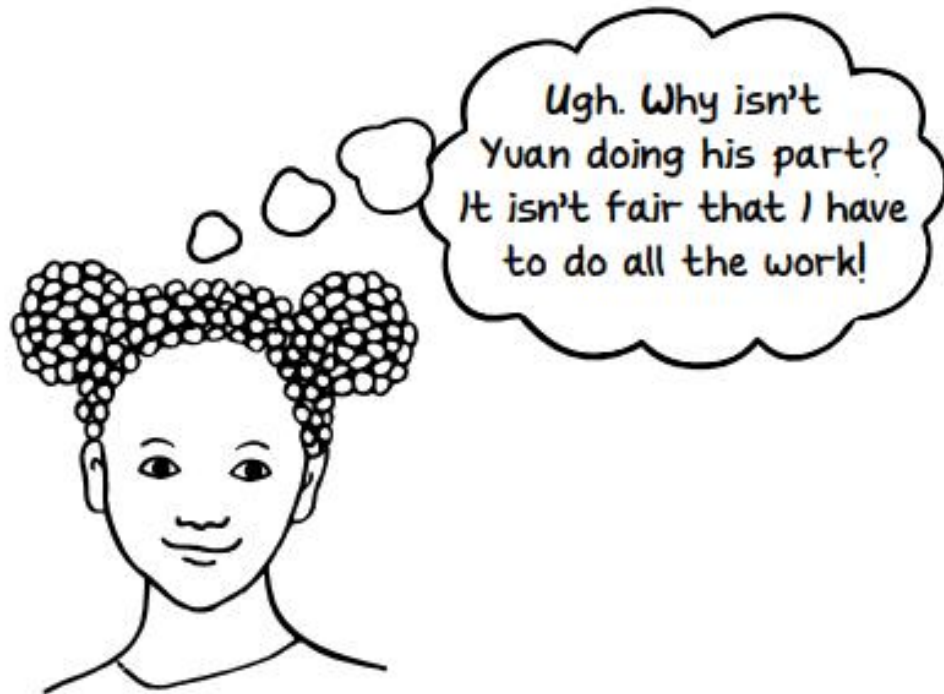
ACTIVATE: Size of the Problem

- “Quick Pause” Signal
- Emotional Price-Tagging
- Reflection afterwards









ACTIVATE: Perspective Taking

While working on a group project, Malia was working really hard. Yuan kept getting distracted and wasn't getting much work finished.



ACTIVATE: Realistic Reframes

"Off-The-Mark" Thought	→ → → → →	Realistic Reframe
 <p>I got an answer wrong when the teacher called on me. Now everyone thinks I'm dumb.</p>	 <p>I am allowed to make mistakes like everyone else.</p>	
 <p>My day is ruined because the other kids in my group wouldn't use my ideas.</p>	 <p></p>	
 <p>I should be smart enough to be able to do this math test without showing my work.</p>	 <p></p>	

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THE “I-CAN” METHOD FOR REGULATING EMOTIONS

I	INVESTIGATE	<i>Build awareness around dysregulation; recognize and understand signals as they build.</i>
C	COMMUNICATE	<i>Find ways to communicate about being dysregulated.</i>
A	ACTIVATE	<i>Activate problem-solving skills; use cognitive flexibility to assess and determine best strategies.</i>
N		

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NAVIGATE: Coach Mindfulness



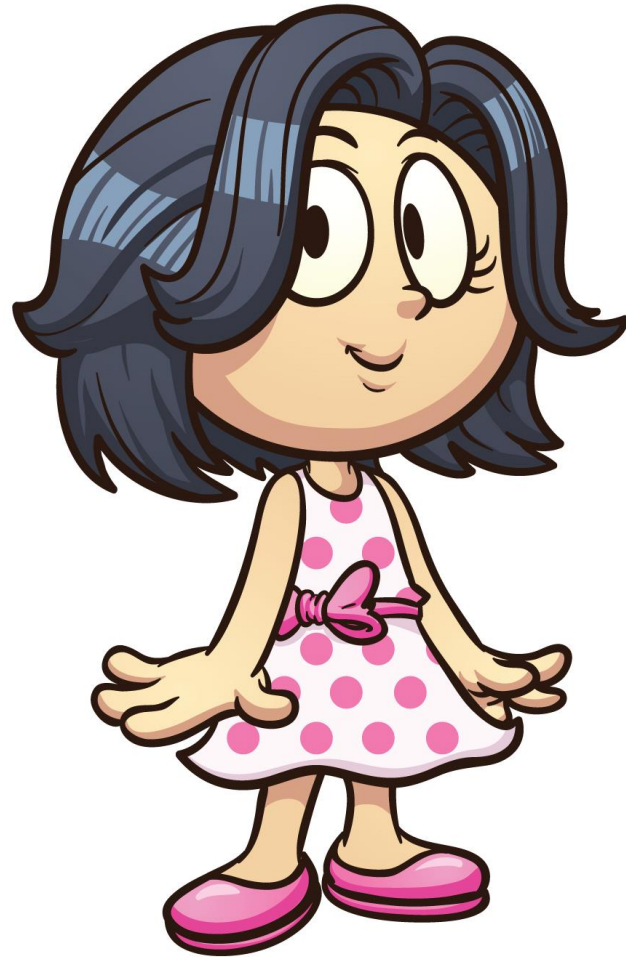
- Awareness of body and mind connection
- Counting breaths
- Straw breathing
- Allow breaks or alone time

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NAVIGATE: Progress, Not Perfection







I	INVESTIGATE
C	COMMUNICATE
A	ACTIVATE
N	NAVIGATE



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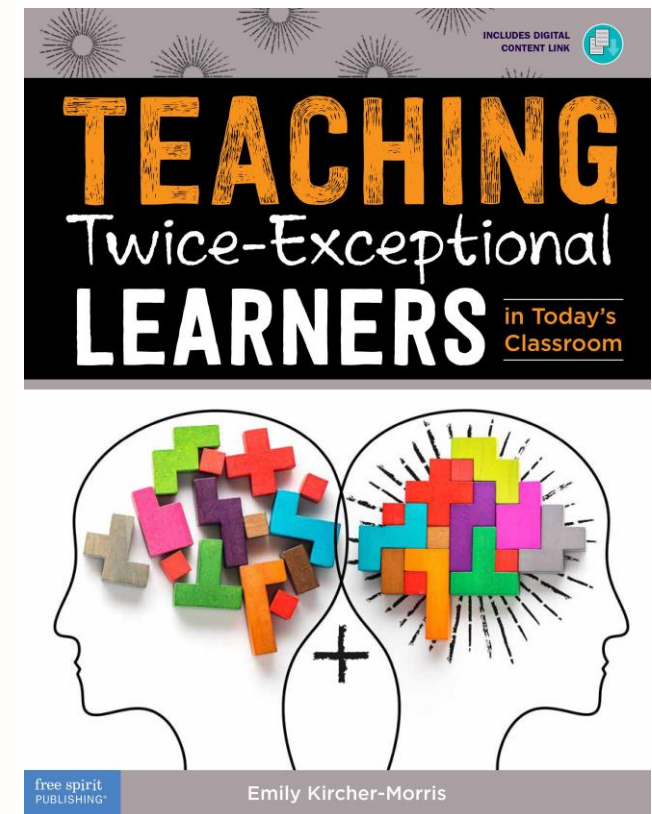
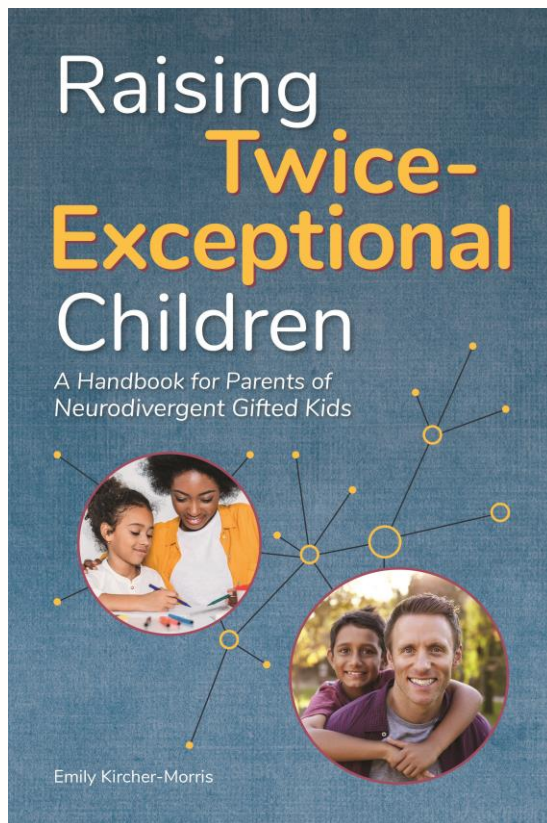
N NAVIGATE



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