



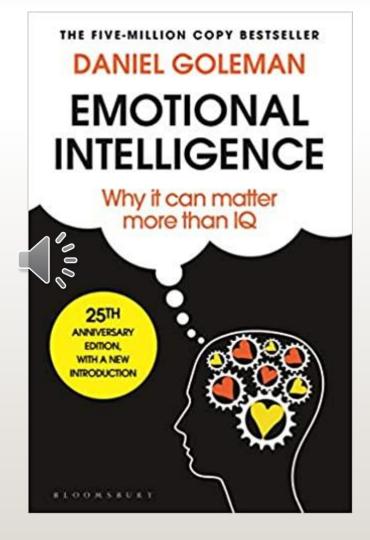








Step 1: Recognising emotions





Step 2: Recognise emotions as an opportunity for connection and teaching





Step 3: Validate and empathise



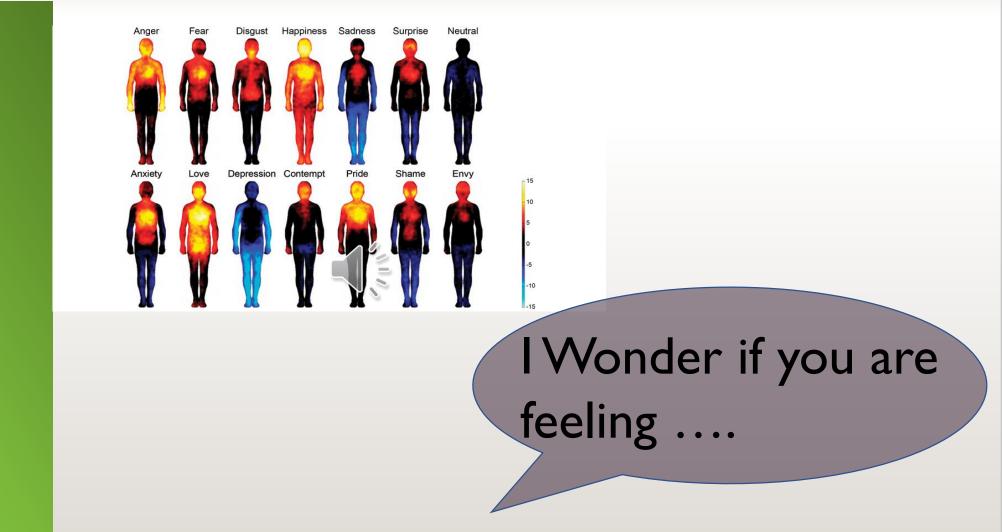
Charlie: 'It's not fair!'

Mr Nash: 'You feel that you had a reason'

Mr Nash: 'I can see you feel frustrated'



Step 4: Name and label emotions





Step 5: Set limits and facilitate problem solving



ALL FEELINGS AND WISHES ARE VALID...BUT NOT ALL BEHAVIOURS ARE.

- DR HAIM GINNOT



