

# Empower – Menopause and Cancer Survivorship Pathway

Session Title      Coping with Young Children

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## Emotional Regulation

### Little moment of calm

- Breathe out slowly
- A lovely thing



# Emotional Regulation

- Allows for:
- Safety
- Social engagement
- Curiosity
- Attachment
- Learning



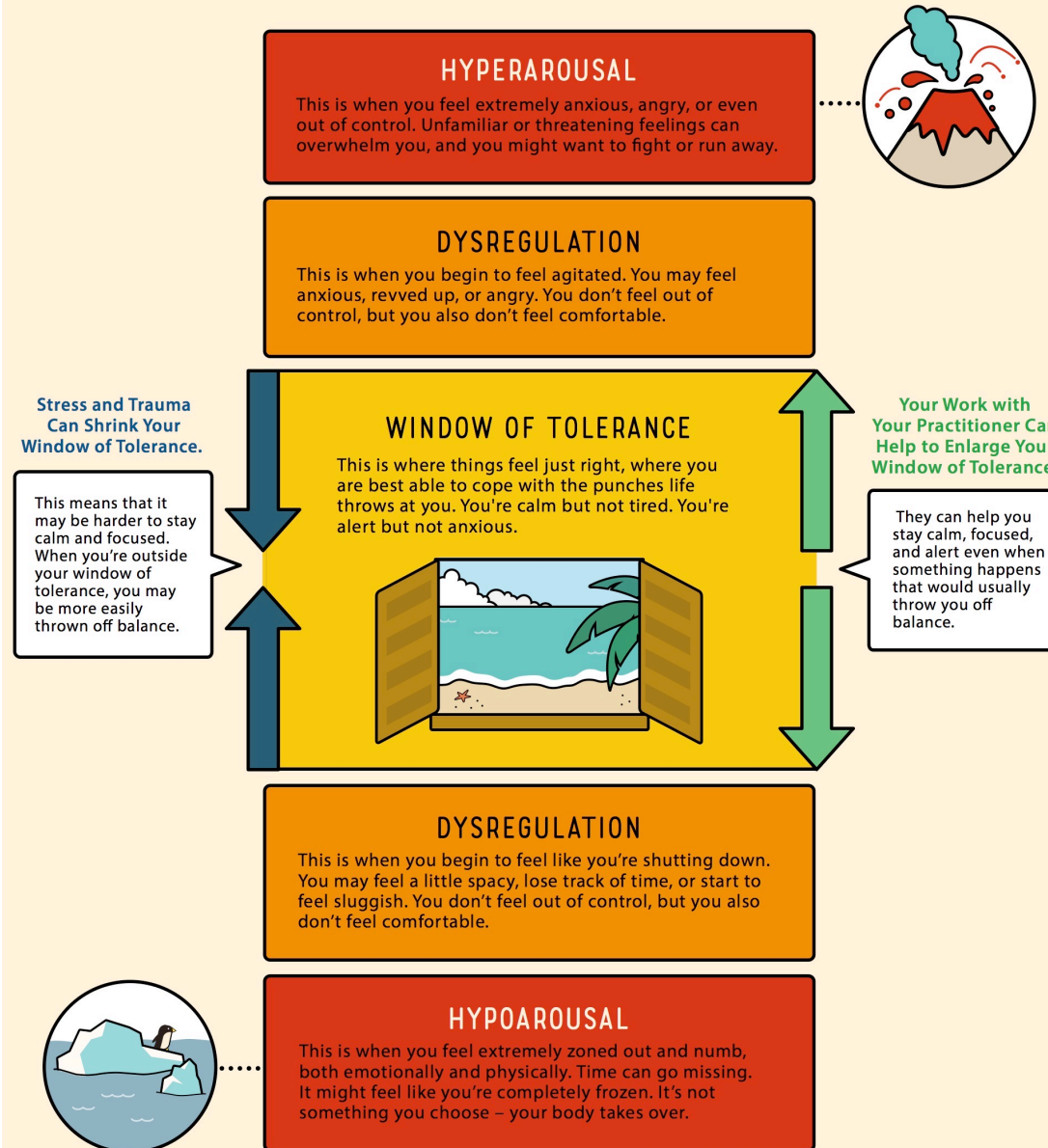
# What is trauma?

An overwhelming experience to mind and body which, at the time, is perceived to exceed

- the person's internal and external coping resources
- the ability to respond to a situation in a way that successfully defends and protects from physical and/or emotional harm.



# How Trauma Can Affect Your Window of Tolerance







# Dr. Dan Siegel The Hand Model of the Brain: Regulation

<https://www.youtube.com/watch?v=gm9CIJ74Oxw>









# Self-care isn't just

drinking water and going to sleep early. Self-care is taking a break when things become overwhelming, saying no to things you do not want to do, allowing yourself to cry, asking for help from those around you, doing things that make you happy.

-The Daily Reminders



tinybuddha.com

Bowlby

defined **attachment** as a

'lasting psychological

connectedness between human beings.'

*(1969, p. 194)*

Being met and reflected in eyes  
that see us with a loving and  
curious gaze



- Good enough parent (Donald Winnicott)
  - Rupture and Repair
  - Soothe then ..... reason  
I see you are angry/sad/upset/have big feelings  
I'm sorry you feel .....
- What will we do that might help?

# Fatigue Brain Fog Irritability Discomfort



‘The arduous perch of the sitting sigh’ Menopause Series.  
Gabby Roberts Dalton







## Emotional Support:

Worry Box, Worry Monster

Bedtime Rituals

Two Way Diary Shared Resourcing

Share information - developmentally appropriate

## Play Partner:

Be the Centre. Send children on play quests/tasks/errands

Screen time, snuggle nests

Story books (lost and found, overcoming worries, mastery)



# Special Play Time

- Same place, time and day; consistent as much as possible.
- Clear beginning and end. Time warning (e.g. 3minutes). Then on to something pleasant.
- The child is the centre of your universe.
- No expectations, corrections, teaching. Be a follower. Try to see the play through your child's eyes.
- Reflective not reactive. Be a 'commentator' I see you like that. You chose the red one, you look pleased.
- Never used as threat / withdrawn as 'consequence'.

# LIMIT SETTING



# A C T Step One

(Gary Landreth)

- **Acknowledge the feeling**
  - I can see you are angry right now
  - I know you feel sad because you want to stay up
- **Communicate the limit**
  - I'm not for hitting
  - It's bedtime now
- **Target acceptable alternatives**
  - Let's go kick the ball really hard together in the garden
  - Lets pretend.... Superhero/villain, mammy/baby bird; Snuggle time and you choose a story

# Step Two the magic word: CHOOSE

- “If you choose to \_\_\_\_\_ [unwanted behavior]

If you choose to hit me again

- then you are choosing to \_\_\_\_\_ [consequence].

You are choosing to stop the game

- If you choose to \_\_\_\_\_ [desired behavior],

If you choose to stop hitting me

- then you are choosing to \_\_\_\_\_ [reward/absence of consequence].

You are choosing to keep playing together



# Creating an external resource

- Find an object that is pleasing to you, e.g. a piece of jewellery, a key ring, a stone, a picture.
- Find a piece of music that you really love that makes you feel calm.
- Sit or lie down so that you are comfortable, relaxed and undisturbed.
- Listen to the music, enjoy the object and the feelings of wellbeing it engenders. Repeat this regularly.
- Use the object to create a 'shortcut' to the feelings of wellbeing in stressful situations.





# Thank you

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