

# Emotions and behaviour: understanding your teen

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# Tonight we will:



Learn about the new "Ealing"  
approach to SEMH  
development



Explore what emotions and  
behaviour are



Explore the link between  
emotions and behaviour



Examine the role the  
adolescent brain plays



# Therapeutic thinking

An approach to behaviour that prioritises the prosocial feelings of everyone within the dynamic



## Components of TT in the classroom:

Developing relationships

Understanding behaviour

Teaching behaviour explicitly

Using a training and repair model

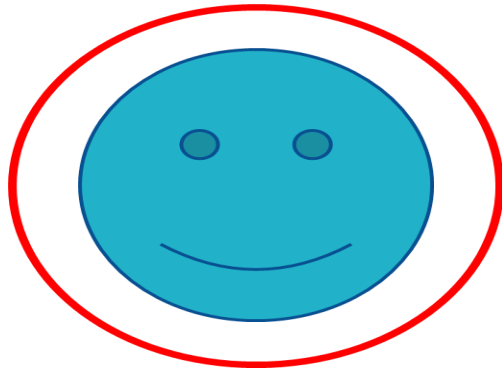
Being strategic

Research shows that we are more likely to facilitate the development of better self-regulation and social functioning using a relational than a behaviourist approach

Behaviourist approach vs Relational approach

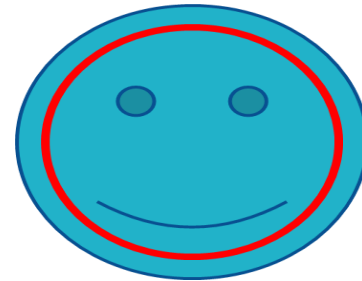
- External Frameworks
- External regulation

- Internal Frameworks
- Internal regulation



Sanctions and Rewards

Punitive



Understanding and skills

Training

Bribes and punishments

Self-motivation/interest



## A therapeutic view

Negative experiences create negative feelings.

Negative feelings create negative behaviour.

Positive experiences create positive feelings.

Positive feelings create positive behaviour.

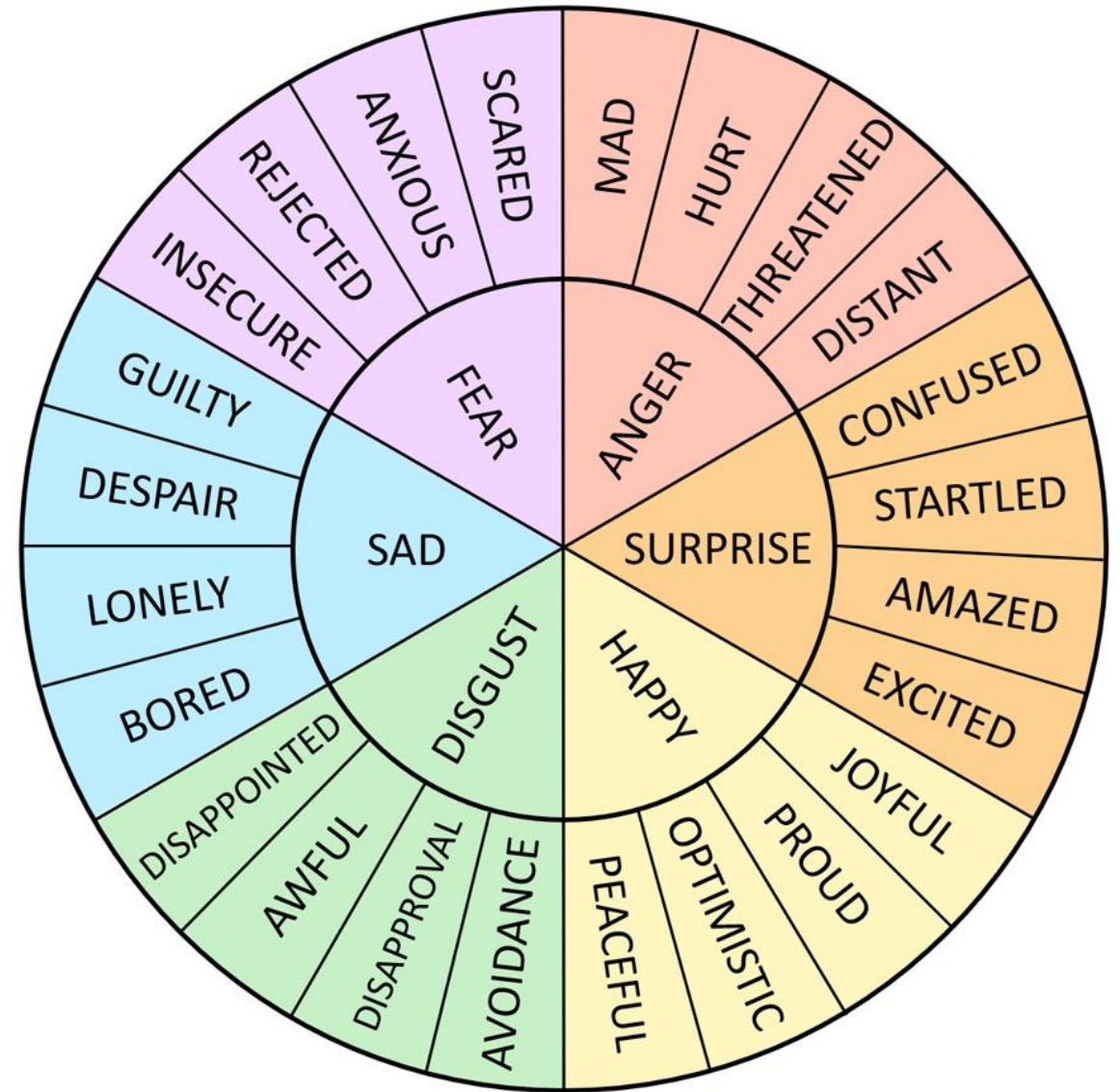


# Emotions

There are considered to be 6 primary emotions:

How we perceive, manage, and express our emotions plays a significant role in determining

- how we interact with others
- make decisions
- navigate the complex web of human relationships



# Emotions and feelings

## **Emotions are**

- reactions produced in your body arising from experiences, thoughts, and memories
- **not conscious**

## **Feelings are**

- reactions in the mind to the emotions one is experiencing
- **conscious**

**Your emotions are real, but your feelings are based on your perception of the situation**

Learning about your feelings can help you manage them



# Behaviour

**Because emotions create a physical response within your mind and your feelings are conscious, they impact your behavior.**

[Emotions and the Brain \(youtube.com\)](#)



Which feelings do we want to create in our children, staff and parents?

Prosocial Feelings		
Liked	Loved	Respected
Involved	Included	Comfortable
Motivated	Safe	Encouraged
Able	Brave	Curious
Capable	Valued	Secure
Relaxed	Hopeful	Optimistic
Calm	Trusting	Determined
Tolerant	Needed	Kind
Inquisitive	Happy	Absorbed
Playful	Proud	Enthusiastic
Supported	Wanted	Understood

Which feelings do we want to protect our children, staff and parents from experiencing?

Antisocial Feelings		
Angry	Sad	Alone
Worried	Lonely	Misunderstood
Cautious	Anxious	Embattled
Shamed	Blamed	Criticised
Hopeless	Scared	Withdrawn
Depressed	Fearful	Panicked
Naughty	Hurt	Ashamed
Reluctant	Judged	Powerless
Hopeless	Useless	Humiliated
Defiant	Tearful	Aggressive
Excluded	Unsure	Frustrated



# Antisocial behaviour



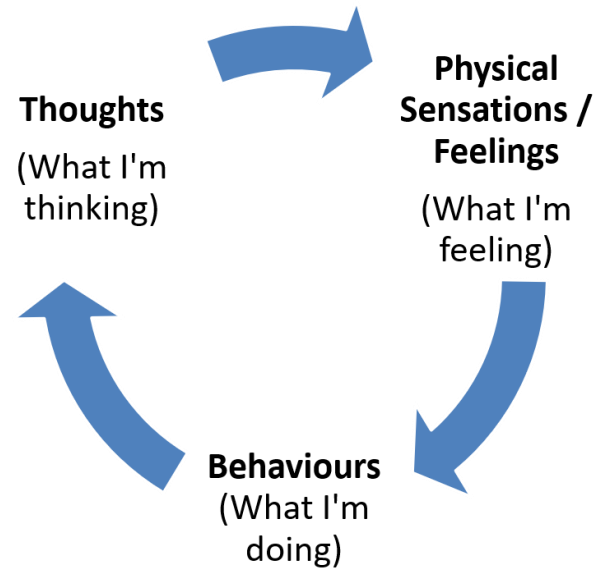
**TEACH**  
DIFFICULT



**STOP**  
DANGEROUS

Behaviour is all the things you "see" and "hear"

## What is "behaviour"?



Judgement free:

Are you doing the right thing, at the right time, in the right place?

Behaviours can be:



CONSCIOUS



UNCONSCIOUS

# Emotions and behaviour

**Punitive approaches often use shame and blame as negative motivators to change.**

**More often than not, you may get compliance, but it suppresses rather than changes the unwanted behaviours.**

# Behaviour and "the brain"

**Neuroscience** helps us understand **how different brain structures, systems and networks interact to influence behaviour and cognition**

- Behaviour = the things we do – what you see/hear
- Cognition = the mental processes involved in gaining knowledge and comprehension

To understand our teens, we need to understand their brains

[Areas of the brain \(youtube.com\)](#) 3.06

# Adult vs Teenage brain

Neuroscientists  
consider the age at  
which the human brain  
becomes fully  
developed to be 25!

Recent research has found that **adult and teen brains work differently**

- Adults think with the **prefrontal cortex** - the brain's rational part.
- Teens predominantly process information with the **amygdala** – the brain's emotional part.

The prefrontal cortex is where decisions are made with a good sense of judgement and awareness of the consequences of any actions.

The connections between the emotional part of the brain and the decision-making center are still developing in teenagers brains

- It is important to remember that even though teenagers will ask (demand/expect) to be treated like an adult, the development of their brain makes it tricky
- Expect your teen to be inconsistent in their judgments and to think shorter term with regards to their decision making



# Teenage demands

Adults typically use the prefrontal cortex – the brain's rational part – to make decisions.

Adolescents, however, are unable to do this properly or consistently.

# Why emotional regulation is important

Physical and mental health and wellbeing is an 'ongoing balancing act' between 2 systems

## ***Stress Regulation System***

- Ability to regulate stress
- Ability to regulate social interactions
- Ability to regulate positive and toxic stress



## ***Social Engagement System***

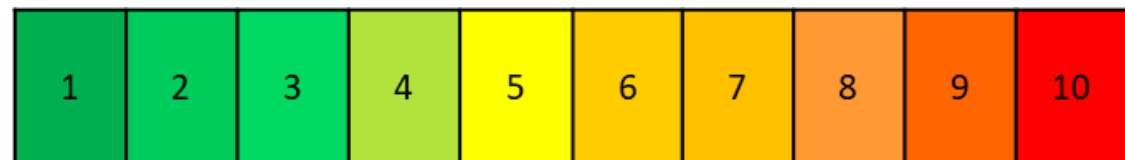
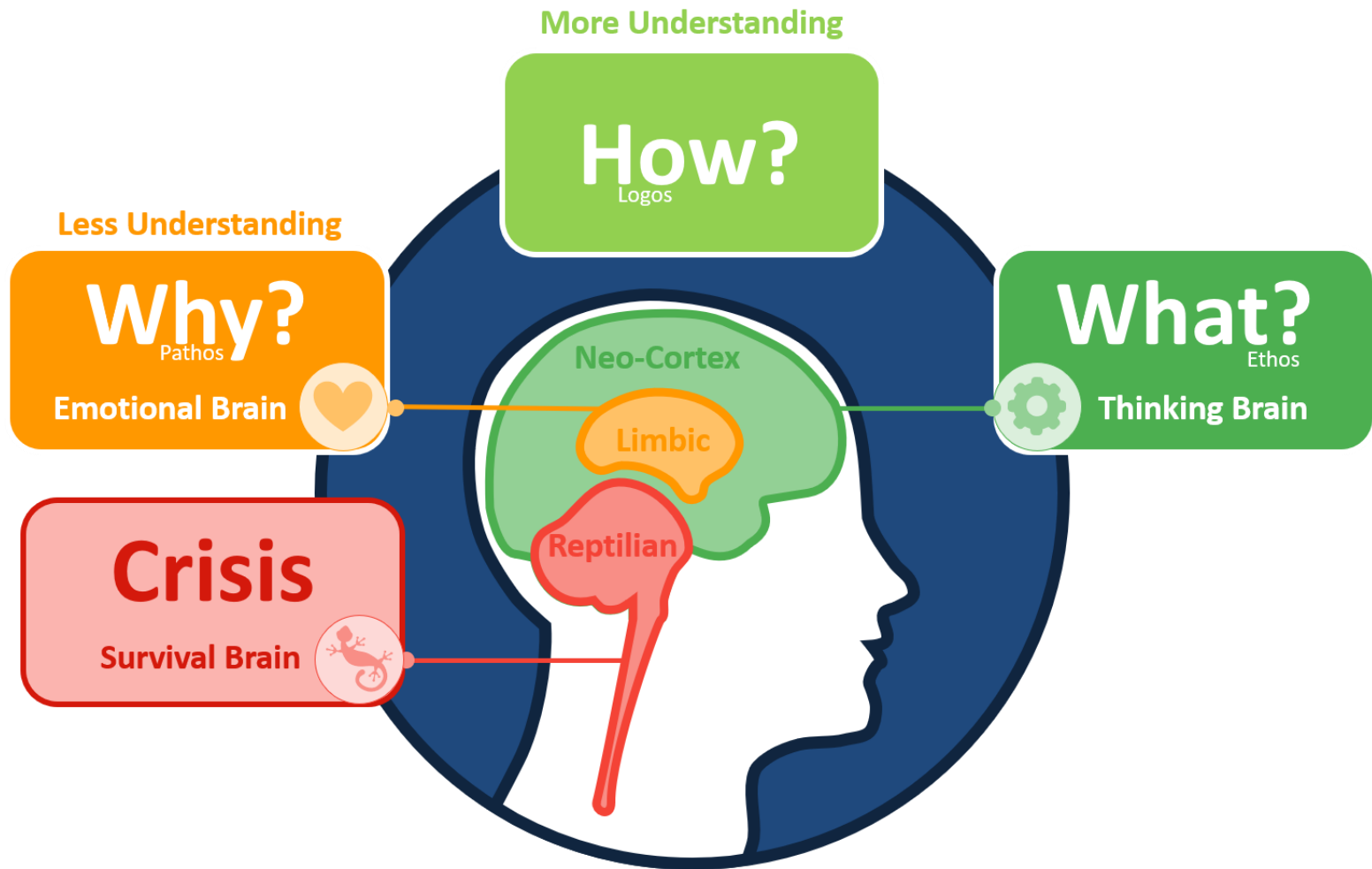
- Ability to interact with others
- Ability to understand others
- Ability to make sense of social relationships
- Ability to enjoy social relationships

# How can we expect our teenagers to be behaving?

## Reminder:

How we perceive, manage, and express our emotions plays a significant role in determining

- how we interact with others
- make decisions
- navigate the complex web of human relationships



# Anger Iceberg

Icebergs are large pieces of ice found floating in the open ocean. What you can see from the surface can be misleading. Most of the iceberg is hidden below the water.

This is how anger works. Often when we are angry, there are other emotions hidden under the surface.

Angry

embarrassed scared grief  
shame tricked overwhelmed  
frustrated depressed disgusted  
distrustful grumpy stressed  
attacked rejected helpless  
guilt trapped nervous anxious  
trauma annoyed exhausted  
disrespected unsure envious  
disappointed lonely offended  
uncomfortable worried insecure  
regret hurt

The Gottman Institute

## Anger arousal cycle

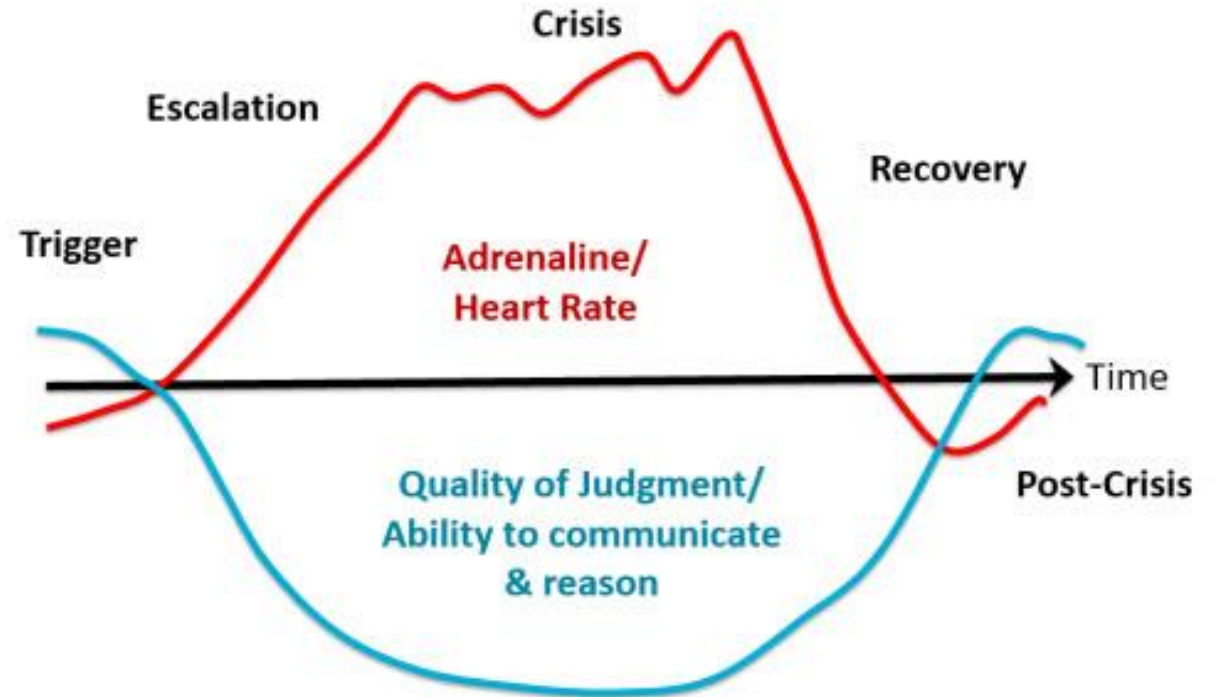


Image based on Harper, G. (2004). *The joy of conflict resolution: Transforming victims, villains and heroes in the workplace and at home*. Gabriola Island, BC: New Society Publishers

# You can expect:

Back chat/ Verbal aggression

Exploring identity and trying new things

Lack of impulse control

Low frustration tolerance

Some selfishness and self-absorption/moodiness

Sleep changes

Withdrawal

Identification with new role models

Some difficulties/awkwardness with physical changes

Increasing curiosity with sex/their own sexual development

Desire for increasing freedom and autonomy

?????



Verbal



Non-verbal



Passive



Assertive



Aggressive

When you are super stressed/anxious and have made a mistake, how do you like to be communicated to?  
How do you want to be “dealt with”?



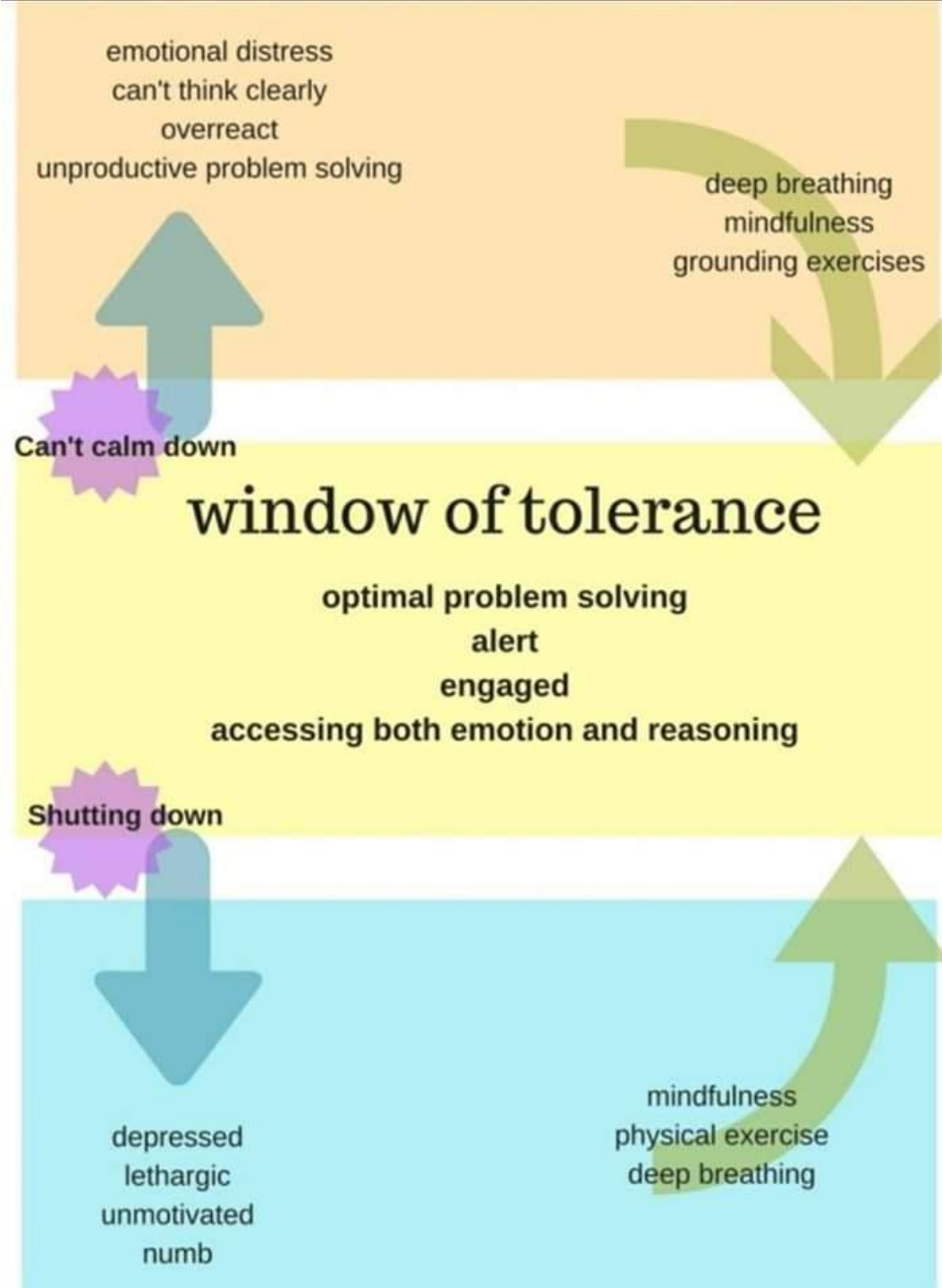
**SELF-  
REGULATION**

**SELF-  
CARE**



***"It is not your job to stop a tantrum, it is your job not to have one!"***

Nicole Schwarz



“Antisocial” does not mean ASBO!

Teaching prosocial  
skills:

Doing the right thing,  
at the right time,  
at the right place

**Adolescents do not always  
know what this is!**

## Modelling is key

Doing what is:

Safe

Helpful

Expected

Appropriate

You will need to be explicit  
about this



Teaching prosocial  
skills:

Doing the right thing,  
at the right time,  
at the right place

## Routines and boundaries

Talking louder does not  
mean you will be listened to

### **Connect before you correct**

If there is break in connection, you will need to repair it

- **Be consistent**
- **Don't make threats**
- **Be strategic**
- **Make plans when everyone is calm**

Questions?

What parent sessions would you like to see offered?

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