

Emotional Literacy

An information booklet for parents



Some children and young people with speech, language and communication needs can find it difficult to notice, understand and put words on how they are feeling. Some children are automatically able to recognise their emotions and able to adapt to new or different situations more easily. Other children need a bit more help.

Top Tips for Supporting Your Child's Emotional Literacy

- **Label how other people might be feeling** - support your child to recognise how other people might be feeling through the use of open ended questions e.g. in a story, stop and ask your child 'how do you think that made him feel?' If your child is not sure, label the emotion for them and support them to understand why someone might be feeling that way.
- **Label their own emotions with them** – this supports children to feel that they are being understood e.g. 'you look scared'.
- **Model emotional vocabulary for your child** – expand your child's emotional vocabulary by using different words to describe emotions e.g. instead of always saying 'I feel happy', say 'I feel glad/cheerful/joyful' etc.
















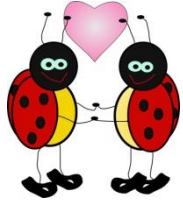



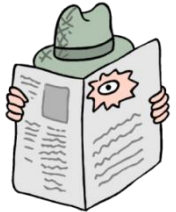
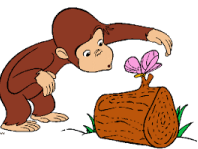









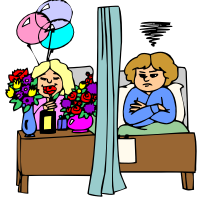





See last page of this resource for various different pictures that can support this work.

- **Encourage open conversation about feelings** – at home, ensure that talking about feelings is a normal part of everyday life and encourage your child to talk about their own feelings. You may need to support them to do this, through labelling their emotions and then asking if they want to talk about it.
- **Support your child if they struggle to control their emotions** – if your child becomes distressed, have an area in the house where they can go to calm down or use an activity that you know they find calming to support them. You can label and model the language around this feeling:



"I can see you are getting
cross/frustrated/upset, let's do our heavy
marching to help us to calm down".

For more information on some helpful regulation strategies for children, please refer to the Occupational Therapy Sensory Processing Parent Booklet on the NCSE website. It can be accessed here: <https://ncse.ie/wp-content/uploads/2020/03/Sensory-Processing-booklet-for-parents.pdf>

					
ANGER	LONELINESS	SURPRISE/ SHOCKED	JOY	BRAVE	ANXIOUS
					
RAGE	HOPELESS	PRIDE	EXCITED	DISGUST	SAD
					
FRUSTRATION	HATE	CALM	LOVE	BORED	PANIC
					
EMBARRASSED	SUSPICIOUS	CURIOUS	CONFIDENT	FEAR	DISAPPOINTED
					
IRRITABLE/ ANNOYED	SYMPATHY	SHYNESS	HAPPY	GUILT	DEPRESSED
					
ENVY/JEALOUS	HURT	INTERESTED	OPTIMISTIC	CONFUSED	WORRY