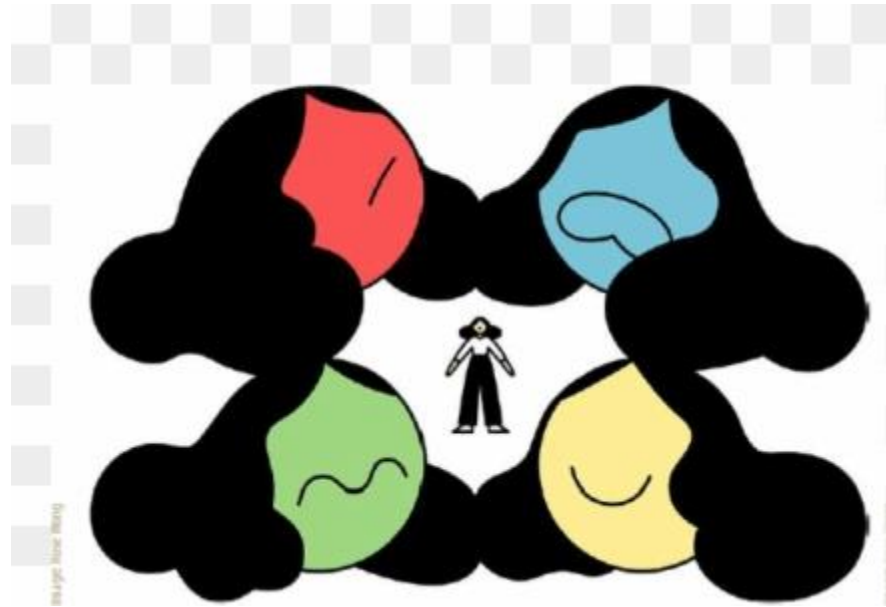


Activities to support language for emotions development



Babcock - Communication and Interaction team

Developing language and emotional literacy

*As children's verbal skills develop, parents' ability to co-construct open, elaborative and emotionally supportive narratives about children's (past) emotional experiences becomes critical in supporting children's cognitive-linguistic and socio-emotional development and in shaping children's representational models.
(e.g. Fivush, Haden, & Reese, 2006; Thompson, 2006).*

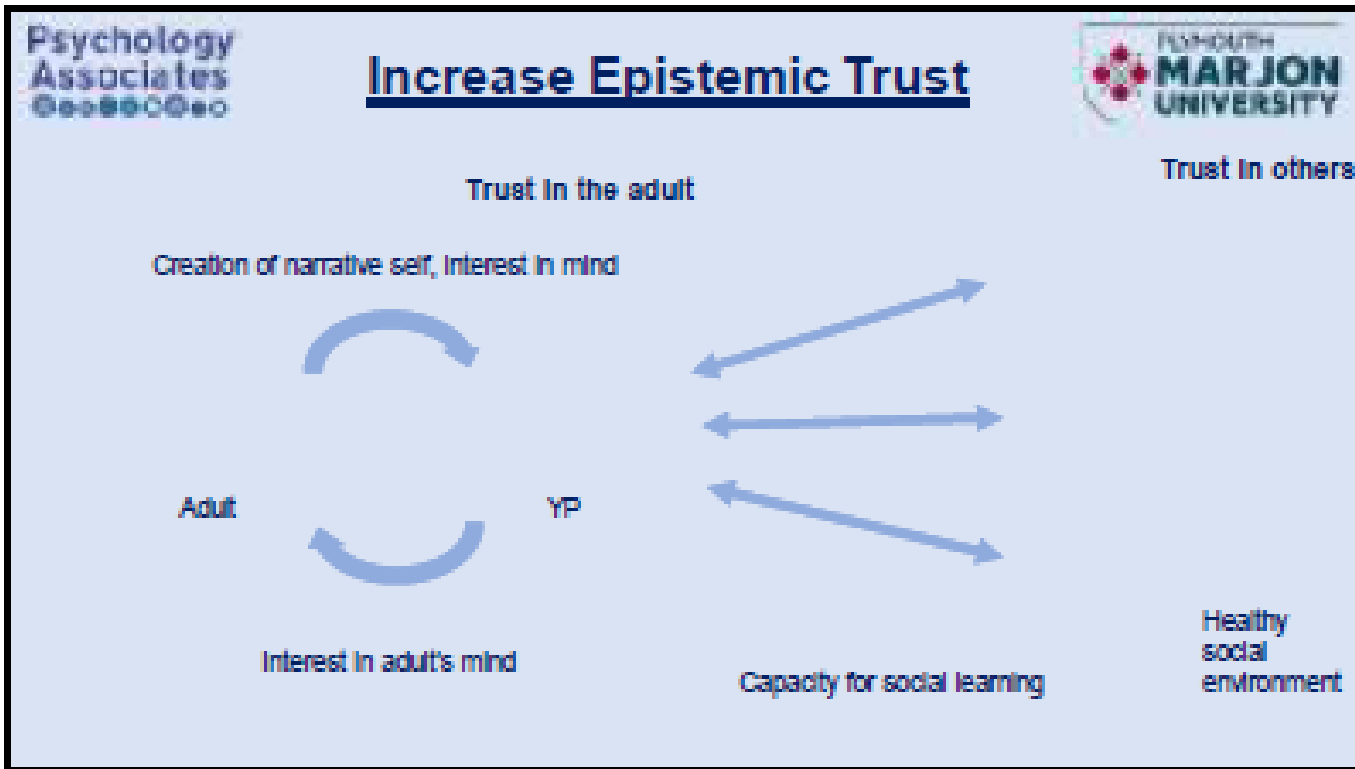
Epistemic trust

A young person who has experienced a breakdown in epistemic trust may be in a state of epistemic vigilance where reassurance of social knowledge from social interaction may be; rejected, confused or misinterpreted.

Therefore behaviours we say may be arising from a manifestations of failings in social communication arising from epistemic mistrust, a complete inability to trust others as a source of knowledge about the world. (Fonagy et al., 2015).



Epistemic trust



Epistemic trust enables social learning in an ever-changing social and cultural context and allows individuals to benefit from their (social) environment.

(Fonagy & Allison, 2014; Fonagy & Luyten, 2016; Fonagy, Luyten, & Allison, 2015).



Mentalization

The capacity to understand our own reactions and that of others as motivated by inner mental states such as feelings and intentions e.g. needs, desires, feelings, beliefs, goals, purposes and reasons (Allen et al 2008).

A child joins a community of minds- thinking about how personal relationships develop through the way a child's environment and behaviour interact to enable them to know they are socially connected even though not physically connected. This ability helps a child make sense of the relationship and interactions around them



The Building Blocks of Mentalization

- Attention regulation
- Emotion regulation
- Mentalizing capacity
- LANGUAGE

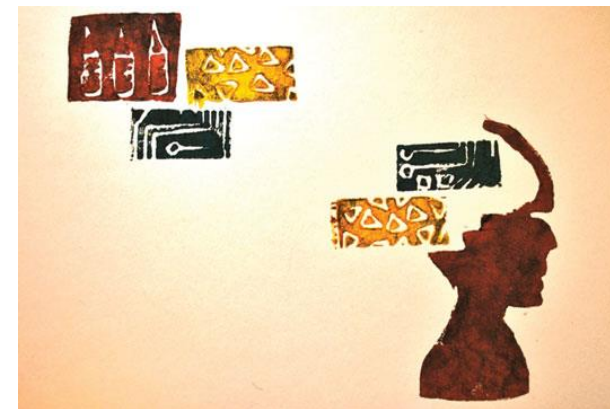
Narrative & autobiographical memory

As children's verbal skills develop, parents' ability to co-construct open, elaborative and emotionally supportive narratives about children's (past) emotional experiences becomes critical in supporting children's cognitive-linguistic and socio-emotional development and in shaping children's representational models.

(Fivush, Haden, & Reese, 2006; Thompson, 2006).

Components:

- Brain development & basic memory systems
 - Conversations with adults (parents and others)
 - Complex expressive language
 - Receptive and expressive narrative skills
 - Temporal understanding
 - Further development during adolescence
- = Perspective taking
Understanding of self and others (Theory of Mind)



Epistemic trust games



Follow lead
follow- drumming



Hide and seek



Turn taking,
trusting games



Evidence based
barrier games



Blindfold games



Mental state verbs: *To think, To know, To remember*

Developing perspectives using mental state verbs- Adults to use key linguistic terms to develop and understanding of knowing, not knowing, remembering, holding in mind, intentions

Scripts such as;

Do you remember? what do you think? can you guess? I know that... how did you know that? I didn't notice that... did you see that?

The use of puppets



Treasure Hunts

Spot the difference



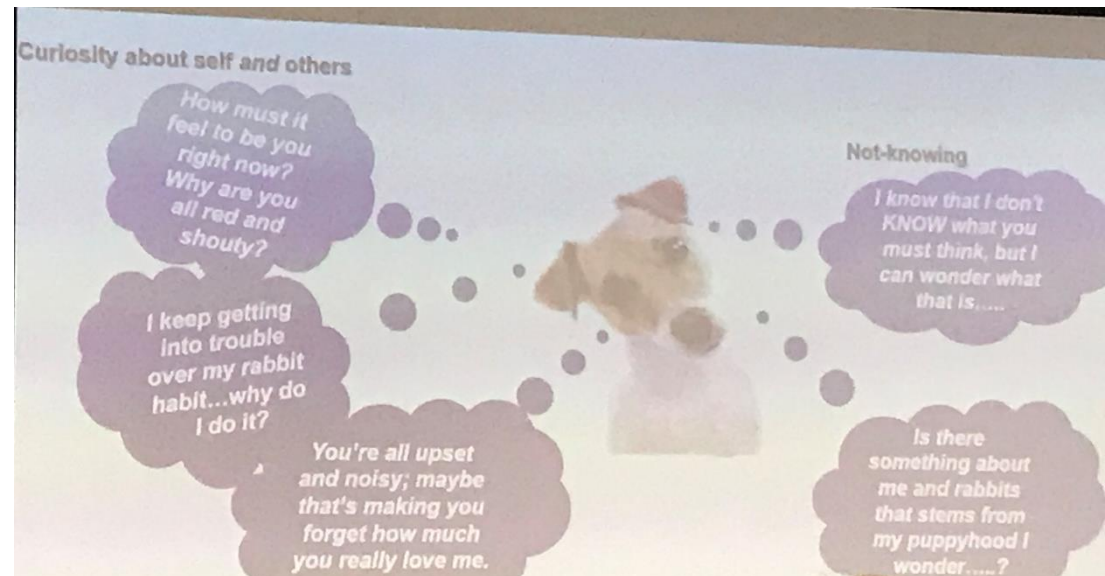
Holding in Mind (Mentalization)

Elaborative reminiscing:

4 comments 1 questions-
open ended

Building on experience

Opportunities for Curiosity of self
and others not knowing
good mentalizations



Holding in Mind (Mentalization)

Books - *using mental state verbs to support TOM – Mr Twit doesn't realise that Mrs Twit has put worms in his dinner and Mrs twit knows that.*

Clay/playdoh

Feely bag games

Barrier games

Linked fingers game- *I control, you control*

Make sure the partners pen doesn't go off the page, swap turns if the partners pen goes off the page

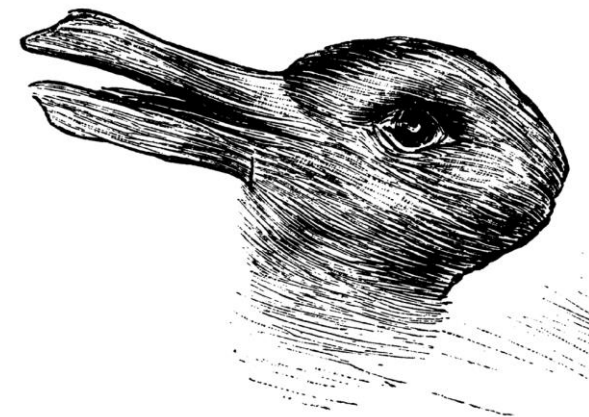
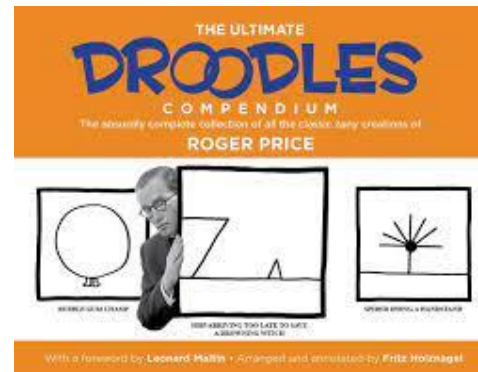
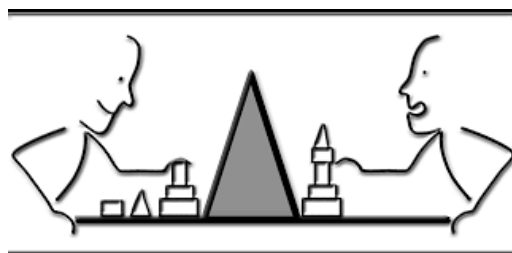
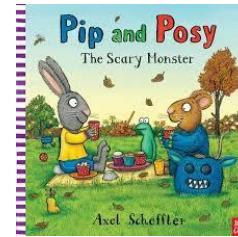
You spy with your little eye...?

Who/What/Where am I?

Squiggle game (multiple perspectives)- *you draw something and the child continues the drawing- perspective developing*

optical illusions

Doodles



Holding in Mind (Mentalization)

Mentalization-Based Treatment for Children: A Time-Limited Approach (2017)

by [Nick Midgley](#), [Karin Ensink](#), [Karin Lindqvist](#), [Norka Malberg](#), [Nicole Muller](#)

Minding the Child: Mentalization-Based Interventions with Children, Young People and their Families Paperback (2012)

by [Nick Midgley](#) (Editor), [Ioanna Vrouva](#) (Series Editor)

Mentalization-Based Treatment for Adolescents: A Practical Treatment Guide

by [Trudie Rossouw](#), [Maria Wiwe](#), et al. (2021)