

The background features three vertical bars on the left: a wide light red bar, a narrower light blue bar, and a narrow light beige bar. The right side of the background is a light beige color with a pattern of small, light red dots arranged in a grid that tapers off towards the right edge.

SUPPORTING CHILDREN WITH BIG EMOTIONS AND BEHAVIORS:

**COPING AND PREVENTION STRATEGIES
2026**

Melanie McCabe, PhD

RDU Therapy | Psychologist | Speaker | Author

WELCOME

1

Parents & Caregivers | Educators | Clinicians | Community Members

ABOUT DR. MEL

Background | Education | Personal Life | Clinical Life | Trainer/Speaker

MISSION: MORE SKILLS TO CHILDREN AND COMMUNITY



Melanie McCabe | 2026

BIG EMOTIONS & BEHAVIORS

DEVELOPMENTALLY INAPPROPRIATE

- Aggression
- Threaten
- Elope
- School Refusal
- Sexual Behavior
- Suicidal Ideation
- Self Injury
- Conflict
- Unsafe Online Behaviors
- Steal
- Lie
- Break Laws
- Substance Use

BRIEF LITERARY REVIEW

1

2026, 1 in 3 children hit their parents. 40% of those children will hit their parents again.

2

Suicide is the 4th leading cause of death in NC for 10-18 yo children

3

Non-suicidal self injury increasing over time (3.5% increase, every year for 25 years).

FRAMEWORKS

Biosocial & Interaction Model

Bio

Emotions are whole body events.

Social

Our world and interactions.

Interaction

We impact our environment.
Our environment impacts us.

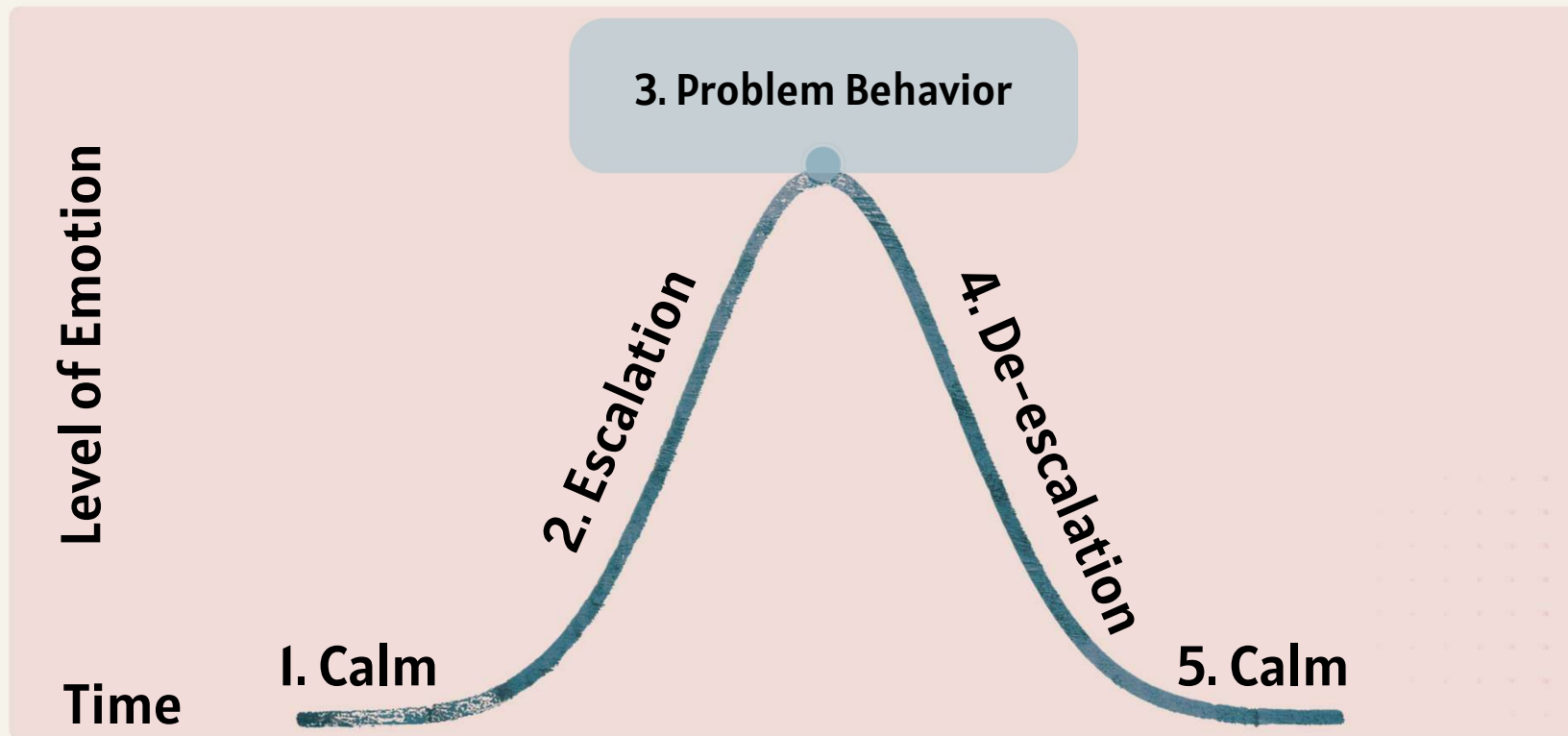
Patterns

Event → Thought → Emotion → Impulse → Behavior → Adult Response → Event

Child ← → Adult

EMOTIONAL INTOXICATION

6



CAREGIVER INTERVENTIONS

Caregiver Only Interventions



KNOW THE GOAL



Alive > Safe > Relationship > Skills > Everything Else

ADULT ROLE

Acceptance of Child

- Validation *
- Safety
- Shape Environment
- Coach Skills

Prevention Of Behavior

- Stabilize Environment
- Learn and Use Skills
- Teach Skills

Intervention of Behavior

- Safety
- Support the environment
- Coach Skills

PHASES

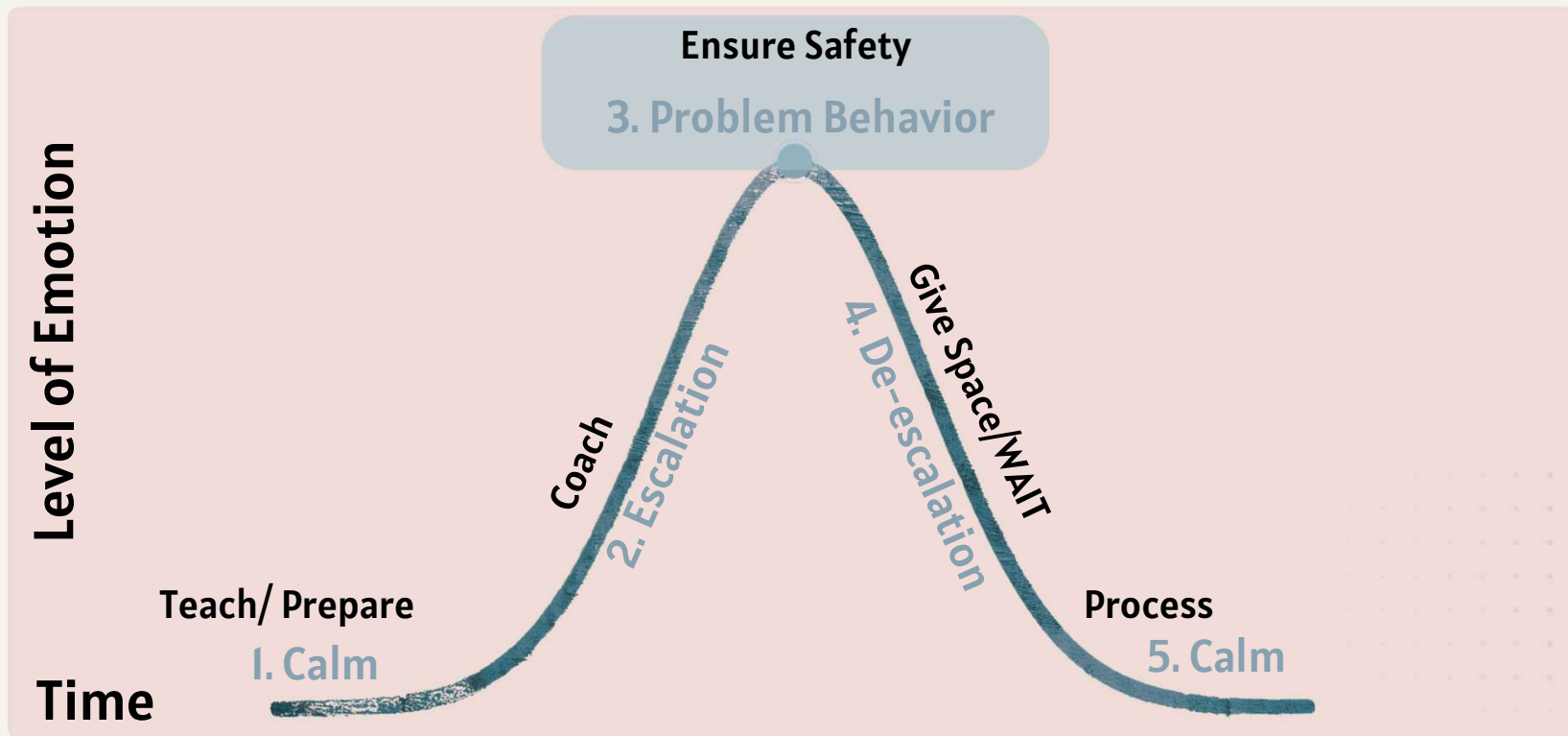
- **Crisis**
Safety

- **After Problem**
Ensure Safety
Allow Re-regulation

- **Before Problem**
Ensure Safety
Coach Skills

- **During Calm**
Process
Teach Skills
Help child prepare for next escalation

ADULT ROLE BY PHASE



ENVIROMENT

Parents

Schools

Community Agencies

Others



ADULT SKILLS

- **Relationship First.**
- **Assess The Curve.**
- **Validate.**
"It makes sense that you (thought, feeling, behavior) _____ because _____ (event)."
- **Do Not Make It Worse. Learn and Use Skills.**
- **Teach/Coach Skills. Concise.**

Q & A

Thank You

15

Dr. Mel Resources

SCHOOLS: WORKSHOPS & PROFESSIONAL DEVELOPMENT

FAMILIES: INDIVIDUAL, FAMILY, GROUP THERAPY

PROFESSIONALS: CONSULTATION

BOOK COMING LATER 2026

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16

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