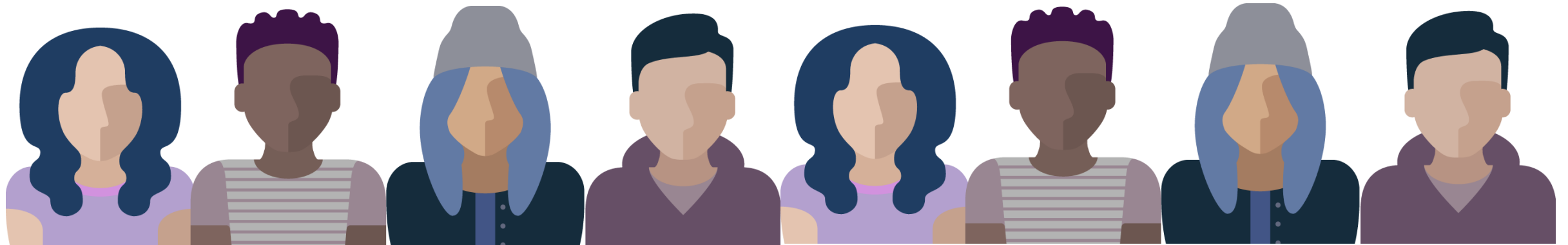




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Emotional Coaching

Bradford and Craven Mental Health Support Team



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Aims:



- To understand the meaning and purpose of Emotion Coaching
- To develop scripts for using Emotion Coaching.
- To reflect on how you could adapt your practice (if you choose to), to incorporate some of the ideas discussed in this session



Reflection:



Think about a time when you had a difficult moment with one of your YPs, and things didn't go quite right...

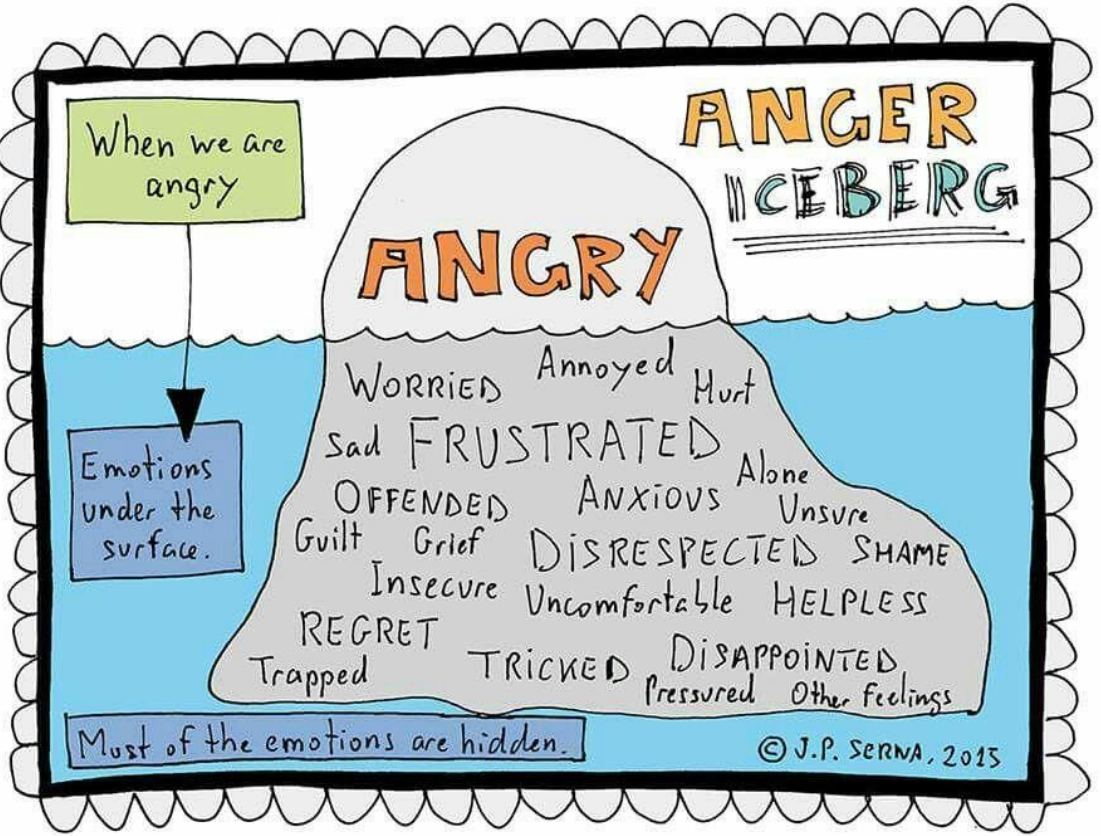
- **How did you act and react in that situation?**



How about a time when you had a difficult moment with one of your YPs, but things seemed to go much better...

- **Did you do anything differently to what you did in the last situation?**





healthy
minds

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Become an Emotion Detective



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Why should we coach emotions?



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Disgust



Joy



Surprise



Distress



Anger



Fear

We are born with 6 core emotions (Ekman, 2016)

One negative interaction needs many POSITIVE INTERACTIONS; research has shown somewhere between 5–10, to counteract the negativity of the effect of the negative interaction



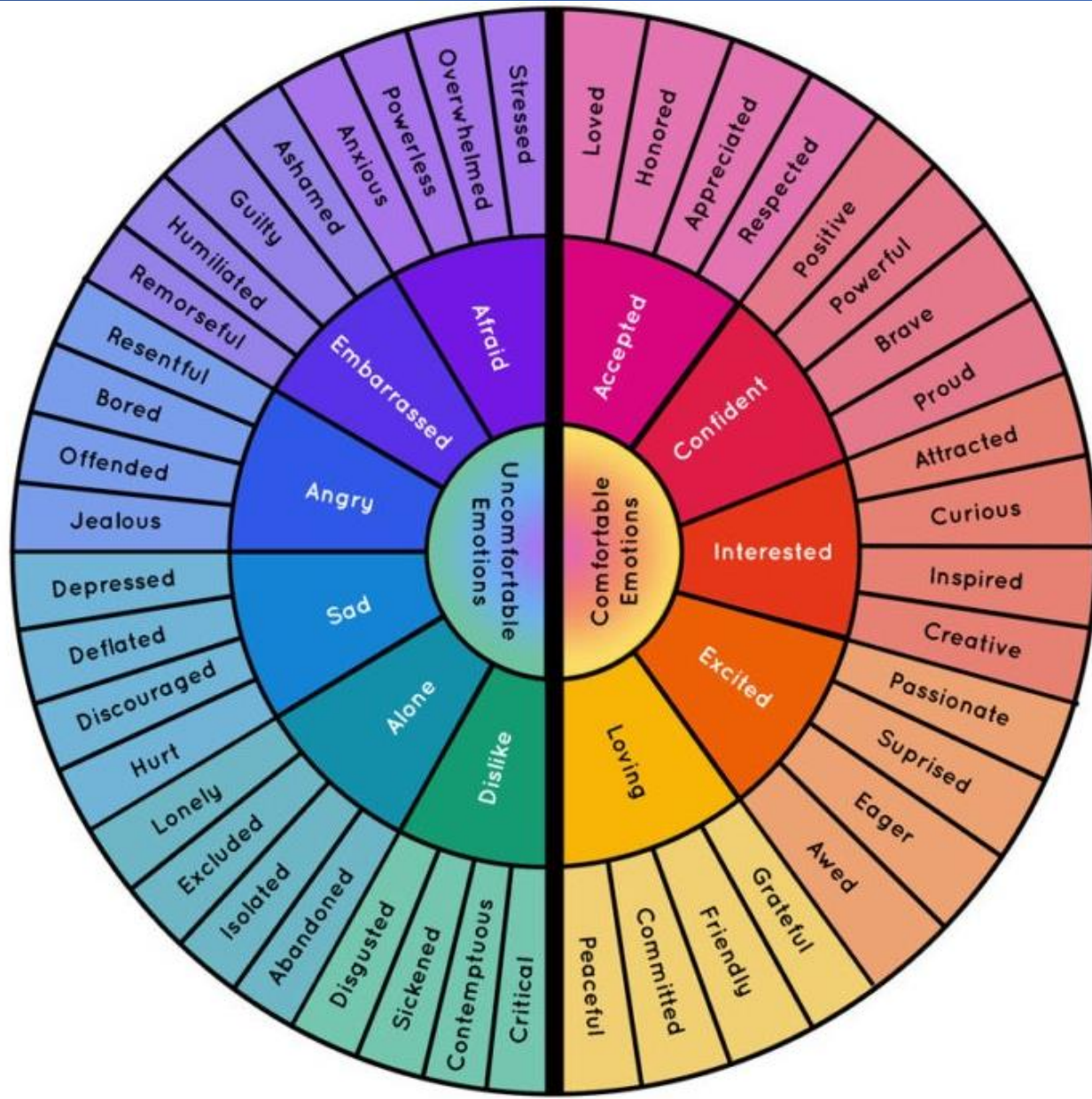
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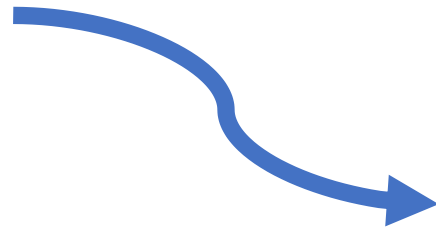
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“Much of today’s popular advice ignores the world of emotions, and instead relies on child-rearing theories that address the child’s behaviour but disregards their feelings that underlie the behaviour”



“Negative feelings dissipate when children can talk about their emotions, label them and feel understood.

Children need to understand that their feelings are not the problem, their behaviour is”

Gottman (1997)





4 EMOTION RESPONSE STYLES of Parents

Dismissive

Ignores or distracts,
"nothing to be sad
about," minimizes

Disapproving

Criticizes or punishes
emotions, believes
emotions are weak

Laissez Faire

Accepts all emotions
but struggles to set
boundaries or help cope

Emotion Coaching

Empathizes and guides
through emotions, sets
limits on behaviors



“That’s life”

“You’ll be fine”

Dismissing Style:



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Despite good intentions (wants child to feel better) is uncomfortable, fearful, anxious, hurt, annoyed, or overwhelmed with difficult emotions.

“It’s no big deal!”

- Wants emotions to go away quickly
- Considers paying attention to emotions will make them worse and prolong them
- Tries to stop difficult emotions by reducing/minimising/making light of their importance/significance
- Often motivated by the need to rescue and fix the problem e.g ‘I’ll buy a new one
- Focuses on getting rid of the emotion with logic or distraction rather than understanding the feelings

“Just get over it!”



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Disapproving Style:



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“You shouldn’t feel that way!”

- Disapproves of difficult emotions- viewed as a sign of weakness, lack of control and unconstructive
- Lacks empathy, noticeably critical and intolerant
- Tries to get rid of difficult emotions via discipline, reprimand and punishment
- Focuses on the behaviour rather than the emotions generating the behaviour
- More likely to view strong emotional displays as a form of manipulation, lack of obedience and a sign of bad character
- Often motivated by the need to control and regain power and to ‘toughen up’ the child.



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Laissez-Faire Style:



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- Freely accepts all emotional expressions from children
- Offers comfort to the child experiencing difficult feelings
- **Offers little guidance on behaviours**
- **Does not teach the child about emotions**
- Is permissive; **doesn't set limits**
- Does not help children solve problems/ doesn't teach problem solving methods
- Believes that **there is little you can do about strong/hard emotions** other than ride them out
- Believes that managing difficult emotions is simply releasing the emotion



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Effects:



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- Child learns that **‘what I am feeling is not right, my assessment of the problem is wrong, I must not feel this way’**
- Child doesn’t learn **to trust their own feelings**, impacting decision making
- Not given opportunities to **experience emotions** and **deal with them effectively**
- Not given opportunities **to self regulate or problem solve**
- Can lead to **suppression of natural emotions**, less or lack of self-regulation, reliance on distraction to get rid of the emotion
- Generates more **negative feelings**- resentment, guilt, shame, anger



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Emotion Coaching:



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- See emotions as a time for intimacy and teaching
- Value children's emotions
- Makes time to talk about feelings with children
- Try to find out why the child is feeling the way they do
- Help the child to be aware of the feeling, label it, and express it
- Show empathy and seeks closeness
- Are able to remain calm and help the child to solve a problem



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Emotion Coaching

High empathy

High guidance

Disapproving

Low empathy

High guidance

Laissez Faire

High empathy

Low guidance

Dismissive

Low empathy

Low guidance





What type of emotional response is this?

9 year old Zara falls down whilst walking along in a queue and is upset and holding her knee

Adult: “Silly girl, I told you not to run, come on now, stand up. I don’t want to see tears, you’re going to make us all late.”





What type of emotional response is this?

Amy has found a Frisbee on the way to school. She is excited about this and shows it to her Mum.

Adult: “I’m sorry but you can’t keep that Frisbee, it doesn’t belong to you. Let’s put it back where you found it.”





What type of emotional response is this?

Pete comes into school on Monday. Unusually for him he keeps his cap on. He takes it off and two other Yps notice his hair cut and mention “you’ve had a haircut”. Pete immediately puts his cap back on, leaves the classroom and goes into the toilet. When an adult comes in to ask him if he is ok, he tells her to go away and that he’s not coming out at all today.

Adult: “Perhaps you’re upset that you’ve had your hair cut in a way that you don’t like. Don’t worry, it will grow back...come on, come back to class”



Chris is arguing with Josh about whose turn it is to use the equipment. Josh had been using the piece of equipment and was unwilling to give up his seat. As Chris becomes more agitated he begins to pull at Josh's chair. Other YP are becoming interested in the growing tension between the boys.



Adult: "Chris, I can see that you are getting angry with Josh".

Chris: "No I'm not, how do you know?"

Adult: "Because you're starting to yell at him. I'm worried that you two will get into a fight and someone will get hurt. I don't want that to happen so please come over here and tell me what's going on. Josh I will talk to you later."

Chris: "He just wouldn't move and it was my turn."

Adult: "I can understand that you got upset because you felt Josh was not sharing the equipment with you. From what you say, it seems that there was a problem about taking turns and I'm glad that you used words to tell Josh how angry you were. Pulling on his chair is dangerous and I can't allow that."

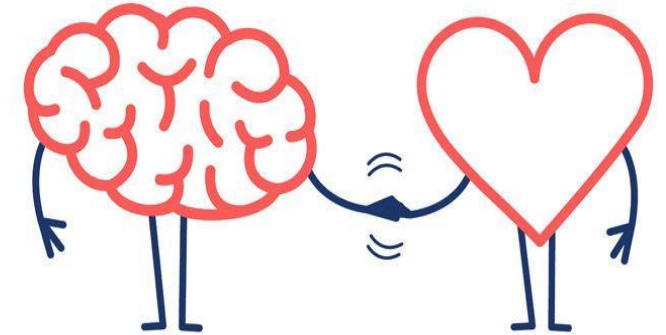


What is emotion coaching?



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- An alternative to the behavioural approach
- A HOLISTIC approach to support well-being
- There is no new or special program.
- It is a universal and inclusive approach (all adults can use this)
- IT IS PARTICULARLY USEFUL IN CONTEXTS THAT DIFFER FROM THE CHILDS OTHER ENVIRONMENTS.



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Emotion Coaching Helps:



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- Children regulate, improve and take ownership of behaviour
- Children to calm down and better understand emotions
- Supports academic attainment
- Adults to be more sensitive to children's needs
- Create more consistent responses to children's behaviours
- Adults to feel more 'in control' during incidents
- Promotes positive and trusting relationships between adults and children

Rose et al. (2015)



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Emotion Coaching US:



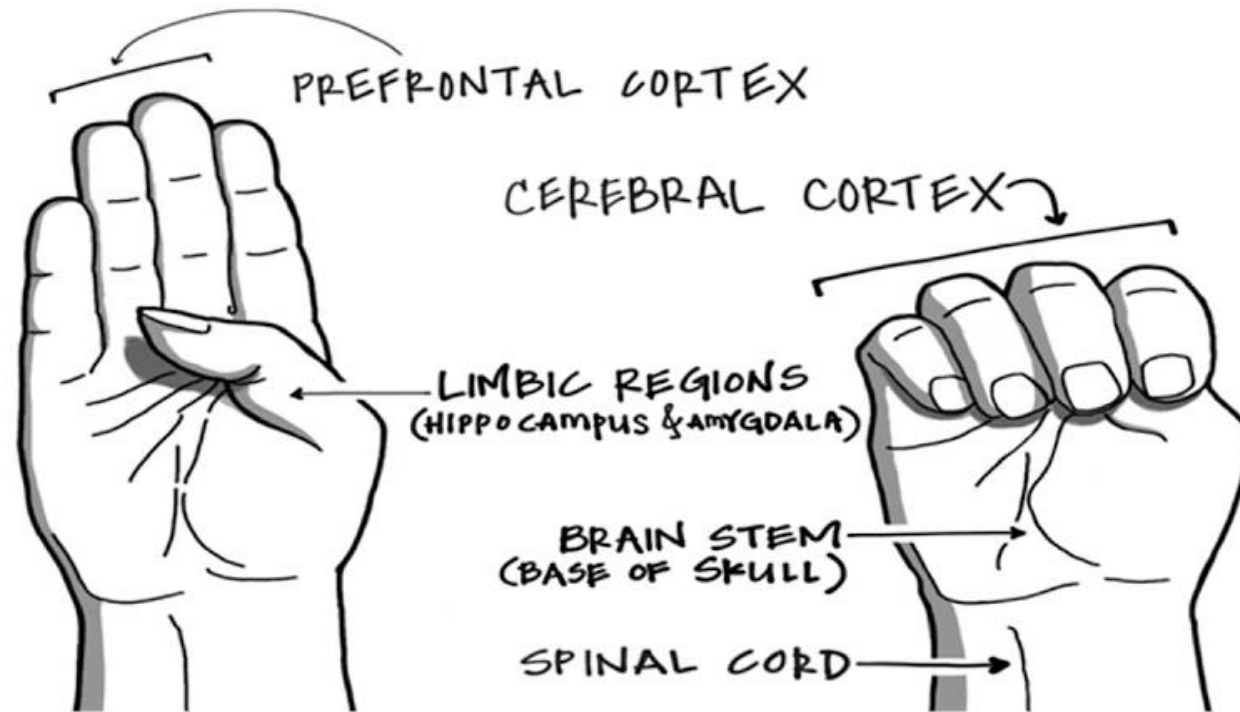
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- Empower children to use strategies to help manage emotions
- Accept negative emotions as normal
- Use instances of negative behaviour/upset as an opportunity for connection and learning
- Have an awareness of children's emotions, including those that are under the surface
- Help children identify their emotions
- Show empathy and validate emotions
- Take time to help children solve problems as they occur



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Hand Model of the Brain





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Emotion coaching in practice:



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Step 1:

Recognise the child's feelings and empathise with them

Step 2:

Validate the feelings and label them

Step 3:

Set limits on behaviour (if needed)

Step 4:

Problem solve with the child



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STEP 1- STAR



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STOP- Don't act/react straight away

THINK- Consider what is going on right now? What feeling might be underneath?

ATTUNE- yourself with that feeling by empathising and possibly...

REFLECT- What similar situations would cause you to feel that way?



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STEP 1: Recognise and Empathise

“Connect before you Correct”



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- Try to empathise with your child (see things from their point of view)
- Try to see emotions as being natural and normal and not always a matter of choice
- Think of behaviour as a way of your child communicating with you
- Look for physical and verbal signs of the emotion being felt
- Try to take on the child’s perspective

“Curious not furious”

*“Feel with,
not deal
with”*



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Scripts to support: step 1



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- I see...
- I notice...
- I hear...
- Are you feeling...?
- Is there anything else you are feeling?
- I imagine that feels...
- Tell me about...
- Are you saying that...
- It sounds to me like you are feeling...because...is that right?
- How does that make you feel...?



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“Proposing solutions before empathising is like trying to build the frame of the house before laying the foundations.”



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Gottman (1997)



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Empathy vs. Sympathy:



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STEP 2: Label and validate the feelings



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“Name it to tame it”

- Use words to reflect back the child’s emotion and help the child to label the emotion

“I can see you get angry when that happens. I’d be angry too if my work was lost. It’s ok to feel like that.”

- Observe- say what you see rather than ask questions as a child may not know the answer

“I’ve noticed you’re looking around at others who are working. I wonder if you’re feeling nervous about if your work will be ok. Is this about right?”

- Telling the child that you understand their emotional situation and that you don’t blame is believed to help soothe and calm (focus on feeling, not just behaviour)



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Scripts to support: step 2



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I can see that you are feeling...X

I wonder whether you feel frustrated that...

I know that sometimes I feel angry when...

I noticed that you...

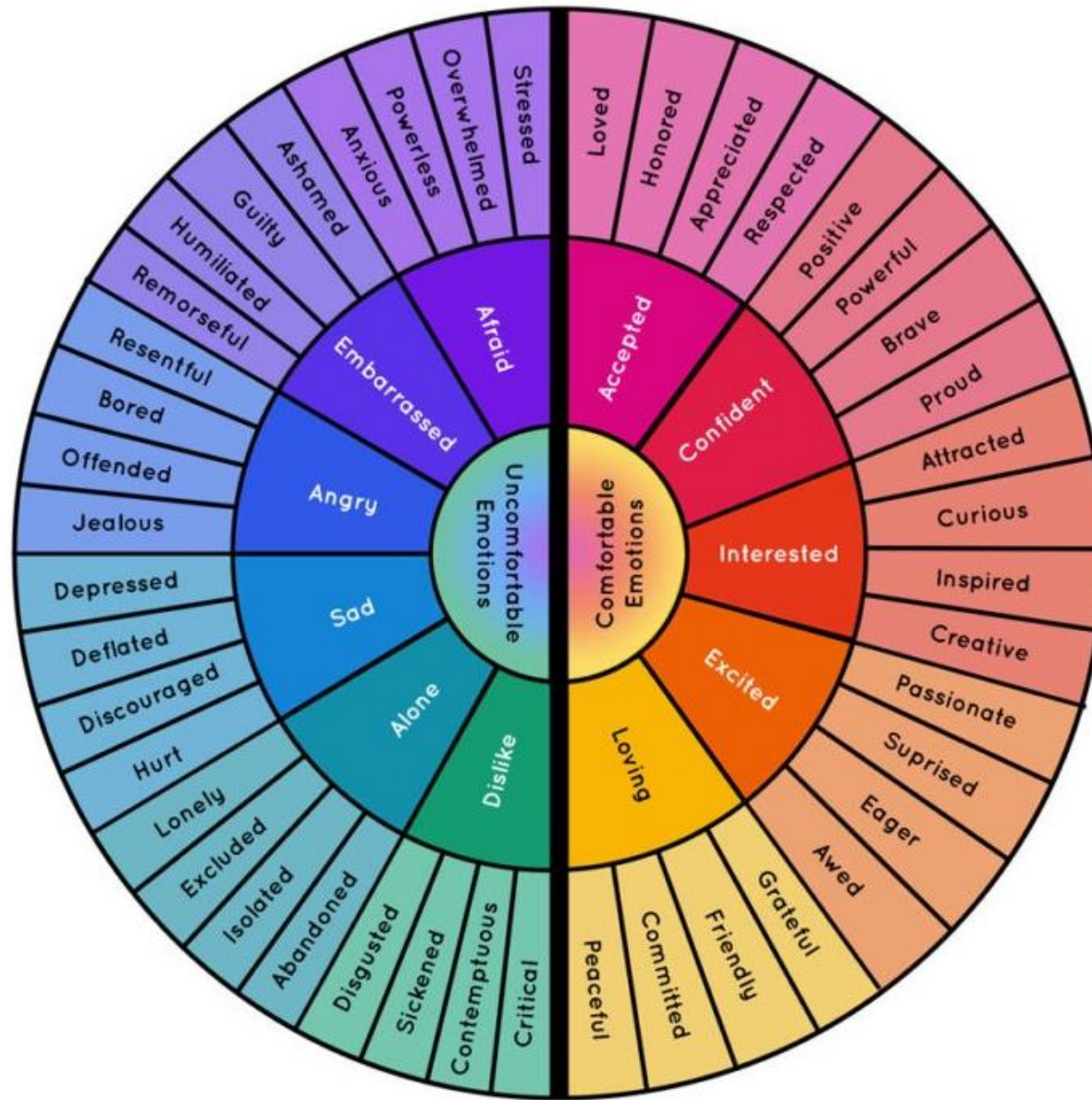
It's ok to feel that way.

I understand why you feel...

I know that when I feel nervous I get butterflies in my tummy...



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Do not worry about getting it wrong!
Can say 'upset' or we see a big emotion





Tell us about a situation in the last month where you used steps 1 and 2:

What emotions did you identify?

What language did you use?

What was the outcome?

How did it feel?

REMINDER-

Step 1:

Recognise the child's feelings
and empathise with them

Step 2:

Validate the feelings and label
them



Meta emotions



The attitudes and beliefs a person holds about emotions and their expression



Often the result of early experiences with emotions in our ‘family of origin’.
When you were growing up, what messages did you receive from the people around you about emotions and their expression?



Self- Regulate before you Co-Regulate



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- How do you feel about feelings?
- How do you react to others' emotions?
- How does your children's behaviour make you feel?
- How do you self-regulate?



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Co-regulation for the 'flipped lid'



Establish and maintain attunement by:



Recognising the emotion

Empathising

Validating (letting them know the emotion is OK)

Labelling



“I can see you are really angry because you had to stop playing your favourite game. I can see you have screwed up your face really tight, your face is red and you are breathing really fast. I would be frustrated and annoyed too if I had to interrupt doing something I really enjoyed and was in the middle of doing”

SEEN, SAFE, SECURE, SOOTHED.



Step 3: Setting limits (if needed)



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- State the boundary limits of acceptable behaviour (use positive limit setting)
- Make it clear certain behaviours cannot be accepted
- Always retain a child's dignity



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Scripts for step 3.

“We can’t have behaviour like that even when we feel annoyed because it isn’t safe.”

“When we want a go on the computer, we have to wait our turn, so that everyone can get a turn and its fair.”

“I know you were upset that Archie got the ball, And when you pushed him that could have hurt and that’s not okay.”

“You’re angry that I’ve taken away your phone, **AND** these are the rules everyone has to follow and I will keep it safe for you... so....”



Step 4: Problem Solving



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When the child is calm, relaxed and more rational:

- Explore the feelings that give rise to the behaviour/problem/incident
- Scaffold alternative ideas and actions that could lead to more appropriate and productive outcomes
- Empower the pupil to believe s/he can overcome difficulties and manage feelings/behaviour

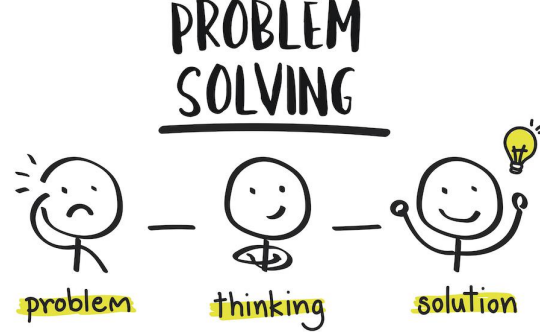
“Can you think of a different way to deal with your feelings?”

“I can help you to think of a different way to cope”

“Can you remember what we said before?”



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Restorative Approaches:

1. What happened?
2. What were you thinking at the time?
3. What were you feeling at the time
4. Who has been affected and how?
5. What needs to happen now to put it right?

Formal approaches:

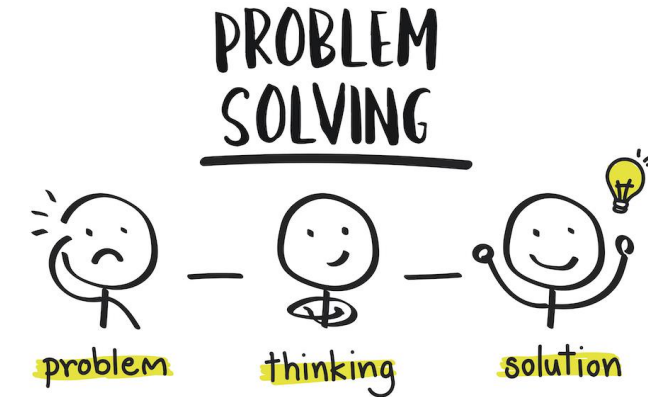
1. What is the problem?
2. What could I do?
3. List what might happen with each solution
4. Pick the preferred solution
5. Do it
6. Did it work?



Problem solving through questions



- What does your body feel like now?
- What feelings are you having?
- Let's think of what we could have done instead..
- Can you think of a different way to deal with your feelings?



- I can think of a different way....
- Can you remember what we said before?
- What might your friend do or suggest you do?



Getting started



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ARE YOU READY?

Who shall I try this with?

You get out what you put in!

This is not a “quick fix”, you are building connections

Do what is possible

Time to review in teams?



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Websites

www.emotioncoachinguk.com

www.elsa-support.co.uk

www.tuningintokids.org.au

www.gottman.com/blog/an-introduction-to-emotion-coaching



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Questions?