

# EMOTION COACHING

## What is Emotion Coaching?

Emotion coaching is a three step process adults use which teaches children and young people to understand about the different emotions that they experience, why they occur and how to handle them.

The adult 'emotion coach' uses moments of heightened emotions to guide and teach children and young people about more effective ways to manage. Emotion coaching focuses on the emotions which are driving the individuals behaviour, whether it is a conscious or unconscious choice. The adult takes an empathetic approach, labelling the emotions the child is experiencing, sets limits on behaviour and problem solves with the child about what they could do differently. The key belief is that all emotions are acceptable, but not all behaviour.



# THE PSYCHOLOGICAL UNDERPINNING

## Emotional Development

Emotion coaching is based on the premise that all emotions of fear, anger, sadness, joy and disgust are innate and universal. These emotions guide actions to adapt behaviour to ensure survival.

Gottman et al. (1996) identified links between parents' Meta-Emotion Philosophies –*the way we think and feel about our own emotions and the emotions of others*– , parenting styles and their children's ability to regulate emotion. His research identified four types of emotional styles:

- Emotionally Dismissive
- Emotionally Disapproving
- Laissez-Faire
- Emotion Coaching

The effects of an emotionally dismissing or disapproving style have a negative effect on a child's emotional development. From this, children learn not to trust their own feelings; that emotions are bad, develop low self-esteem and use maladaptive techniques to regulate emotions. These maladaptive strategies often result in challenging behaviour.

## Attachment

For emotional and psychological good health a child needs to have secure attachments with significant adult/s and experience environments that provide consistent and warm relationships (Bowlby, 1988).

Through attuned, social interactions caregivers guide children's thoughts, feelings and behaviour which helps develop the child's Internal Working Model. Research in Attachment has shown how emotion-focused talk by the adult can teach the child to use appropriate strategies to cope with stress, helping to build the architecture of their brains. (Bowlby 1988; Schore 1994)

There are many factors that pose risk to the quality of attachment between a child and their caregiver, such as trauma and loss. The effects of trauma often result in over-active brain stem, which is used for fight, flight and freeze responses. The over-use of this brain part results in an inactive pre-frontal cortex. This part of the brain is responsible for empathy, logic, cause and effect and reasoning.



# EMOTION COACHING

## IN PRACTICE

### THE THREE STEPS

1

**Adult recognises, empathises with and validated the feelings of the child.**

- All emotions are normal and not voluntary
- Behaviour is communication
- Empathise
- Be patient
- Provide narrative and label the emotion

**Example Script:**

*"I can see that you are angry because there are no lego bricks left to play with. I would get angry if that happened to me too. It is okay that you are feeling angry."*

2

**Adult empathetically sets limits on behaviour.**

- State boundaries of acceptable behaviour
- Be clear
- Show no emotion
- Retain child's self-dignity

**Example Script:**

*"I know you are upset but running away and hiding in the bushes on the playground is not acceptable, you have to keep yourself safe."*

# Labelling

Look for physical and verbal signs of the emotion being felt. Take on the child's perspective; use words to reflect back the emotion and help the child to label that emotion.

" You seem angry to me" or sad, upset, fed up etc.

" I can see you are angry."

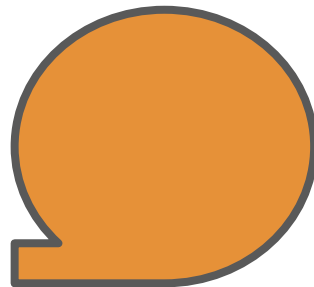
" I can tell you are angry."

" The way you are feeling is making you/ made you angry."

" You're angry about...."

"Your face shows that you are angry."

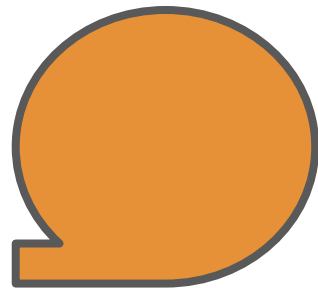
" I can see that something's not quite right - can you tell me about it?"



# Empathising

Affirm and empathise with the emotion, allowing time and space for calming down.

- " I'm sorry that happened to you, you must have felt angry?"
- " I can see that you get angry when that happens/ when I do this."
- " I would feel angry if that happened to me."
- " That would make me angry."
- " I understand why you are angry."
- " It's normal to feel angry about that."
- " It's ok to feel angry about that."
- " I know you're feeling angry - I would feel the same too."



## Limit Setting

Separate emotion from the behaviour. Clarify what is acceptable expression of emotion, and what is not. Allow time and space for calming down.

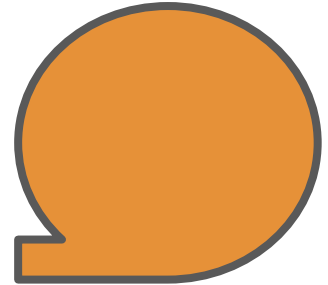
".... It's not ok to behave like that."

".... That behaviour is not acceptable."

".... The rules are that we don't do that."

".... We don't deal with that by lashing/ hitting out."

".... This is not a safe place to be angry. Let's go to a safe place where we can talk."



## STRATEGIES

3

### Active Listening

Active listening communicates to the child that we are listening to them, understanding their feeling, caring about their feelings and giving empathy. Tips for active listening:

- Give the child time, if you are unavailable pass to someone else but always make sure the child is listened to
- Encourage talking  
*"Tell me how you are feeling,"*  
*"Tell me what has made you feel like this"*
- Summarise and reflect back  
*"It sounds like ....."*
- Using the child's language  
*"How do you feel when mummy feels mad?...."*

### Adult problem-solves with the child.

Explore feelings  
Scaffold solutions  
Empower the child through choice  
Reflect

#### Example Script:

*"I know you are upset but running away and hiding in the bushes on the playground is not acceptable, you have to keep yourself safe."*

### Classroom Cards

Allow the child physical cards that he can use when he feels that his emotions are taking control. For example, this can be an "I need a break card" where they can leave the classroom for 5 minutes to calm down. You could also use an "I need to talk to you" card so that the child feels that they can always talk to you and you are always available when they need you.



### **Recognising and Naming Emotions**

It is important that we educate children to be able to recognise and name how they are feelings. This can be done through many ways including:

Games such as matching the expression to the feeling  
Role play with dolls by creating a situation and asking the child how each doll is feeling.

Visuals to support the child communicating their feeling such as the 5-point scale or zones of regulation  
Commentating on observations that you and the child are seeing – *“Look, Tommy is stamping his feet and shouting, he is feeling angry”*.

Modelling – label how you are feeling in front of the child.

### **Therapeutic Stories**

Write a story about a character such as an animal or vegetable that related to the child indirectly.

- A character faces a problem
- Character reacts inappropriately
- New character comes along to help them to problem-solve
- Character problem-solves
- Happy ending



## Exploring

Explore the feelings that gave rise to the behaviour, and be specific.

"How were you feeling when that happened?"

"What did it make you feel like?"

"Have you felt this way before?"

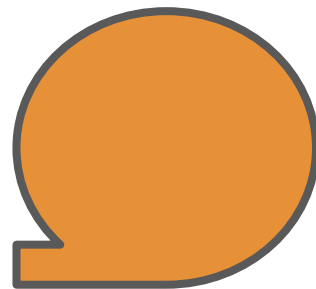
"Why do you think you are doing this?"

"What does your body feel like now?"

"What feelings are you having now?"

"Can you tell me what happened?"

"What does it make you want to do?"



## Identifying Possible Alternative Solutions

Identify alternative, more appropriate/ productive ways of expressing and/ or managing feelings, behaviours and actions.

Empower the child to recognise the feelings and take ownership.

"Let's think of what we could have done instead."

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

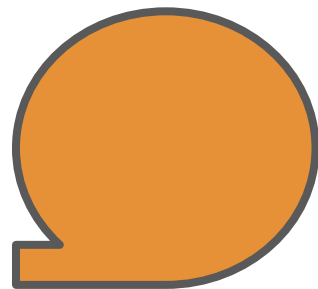
"I can help you to think of a different way to cope."

"Can you remember feeling this way before, and what you did?"

"Have you thought about doing this instead?"

"How did you handle it last time?"

"Can you remember what we discussed last time?"



## Agreeing which Solution is Best.

Agreeing possible solutions and 'scaffolding' suggestions where appropriate.

"Try and do this next time you feel like this."

"Let's decide what you will do next time you feel like this."

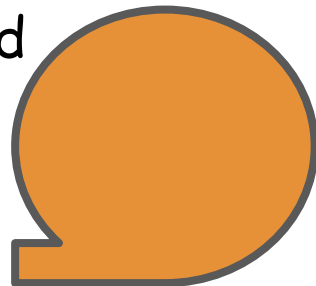
"What do you think you can do better/ change next time?"

"Do you think doing that would be more helpful for you and others?"

"What could you have done?"

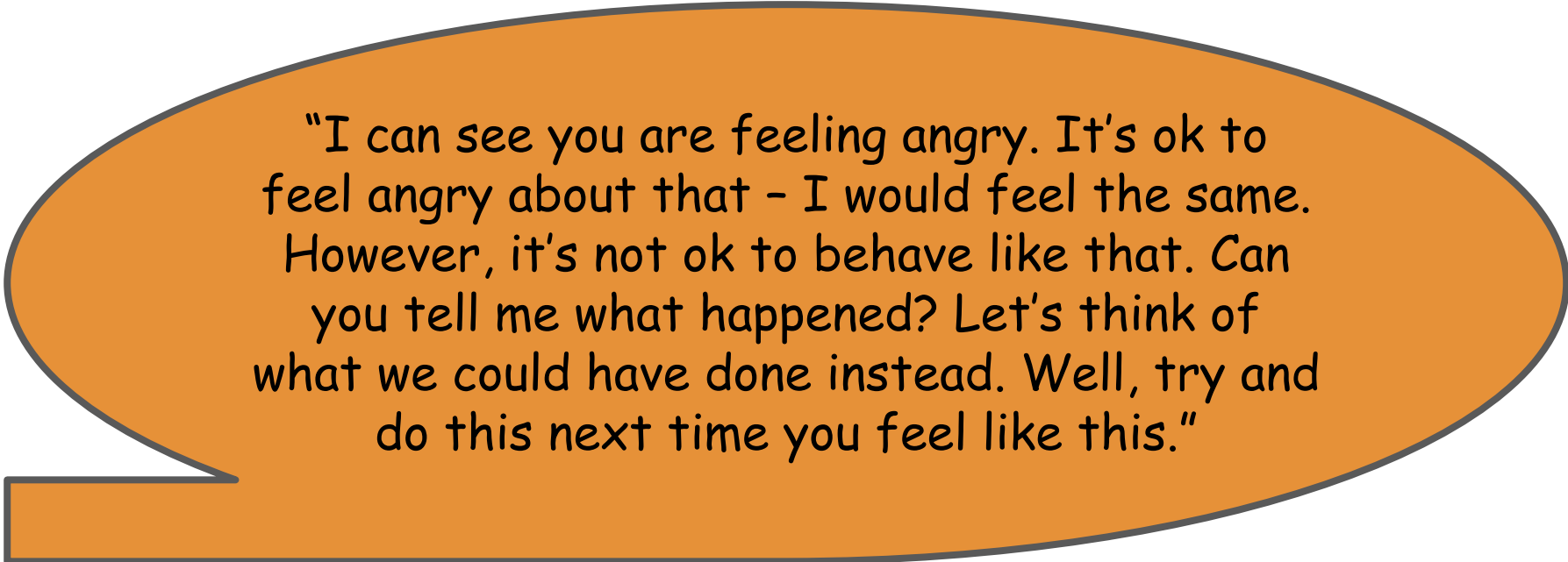
"Can you remember what we agreed?"

"How do you think you will react next time, or if this happens again?"



## Example Script

Here is an example 'script' that takes an element from every Emotion Coaching Step.



"I can see you are feeling angry. It's ok to feel angry about that - I would feel the same. However, it's not ok to behave like that. Can you tell me what happened? Let's think of what we could have done instead. Well, try and do this next time you feel like this."