

Introduction to Emotion Coaching

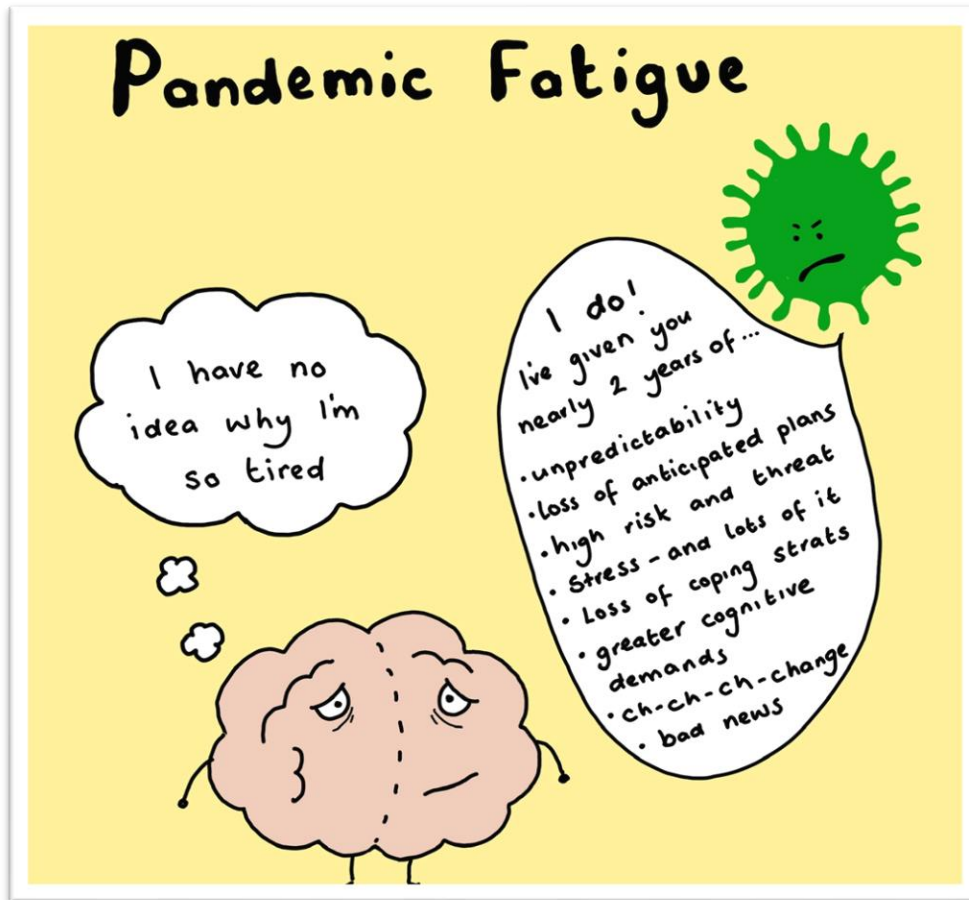


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02.03.2023*

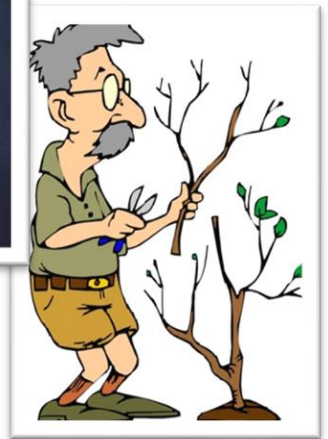
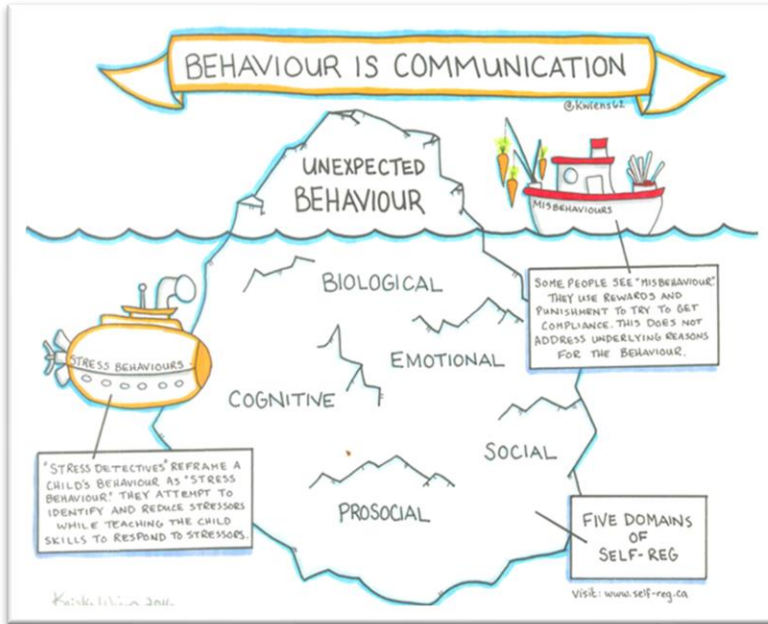


- To understand what Emotion Coaching is, the theory behind it and why it is important
- To develop an understanding of different emotional response styles
- To consider how you can use Emotion Coaching with your children

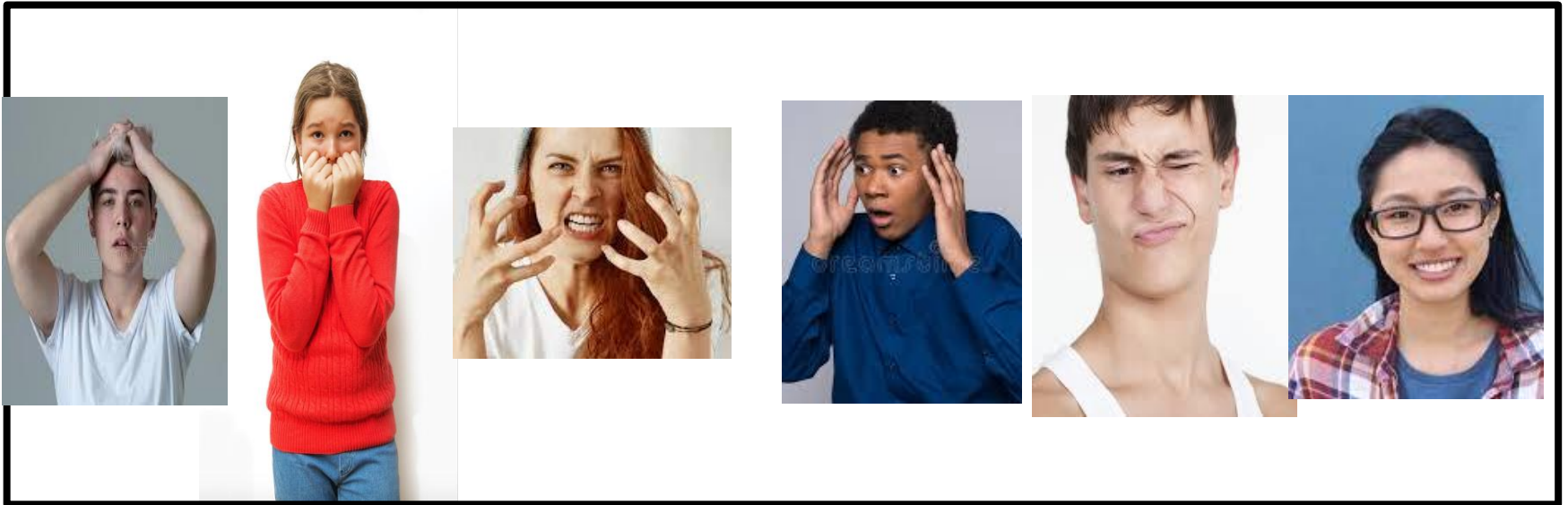
Context & rationale



Key principles



Emotions to support survival



Distress

Fear

Anger

Surprise

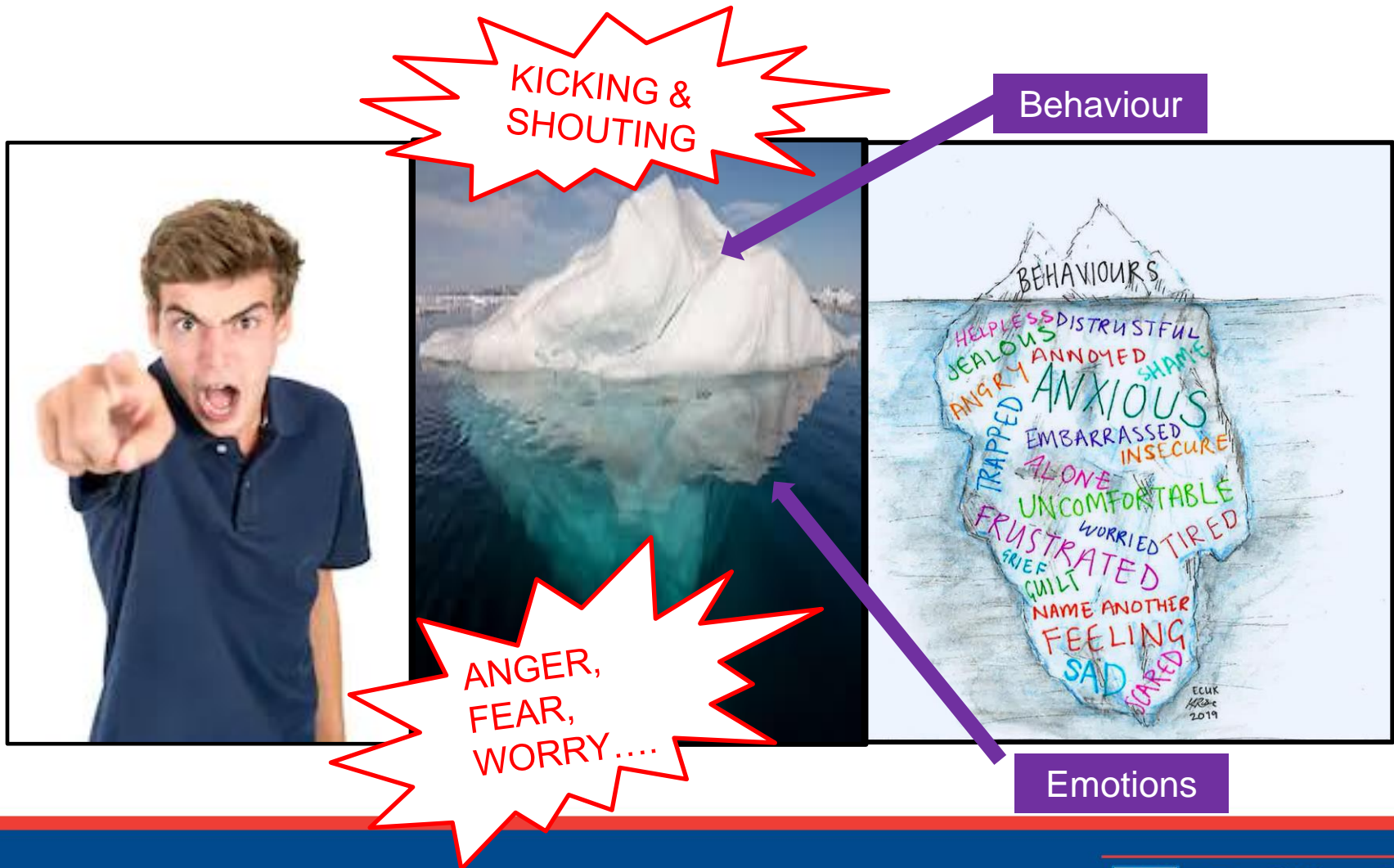
Disgust

Joy

We all have emotions ... they are innate,
universal and

... **HARDWIRED** for SURVIVAL

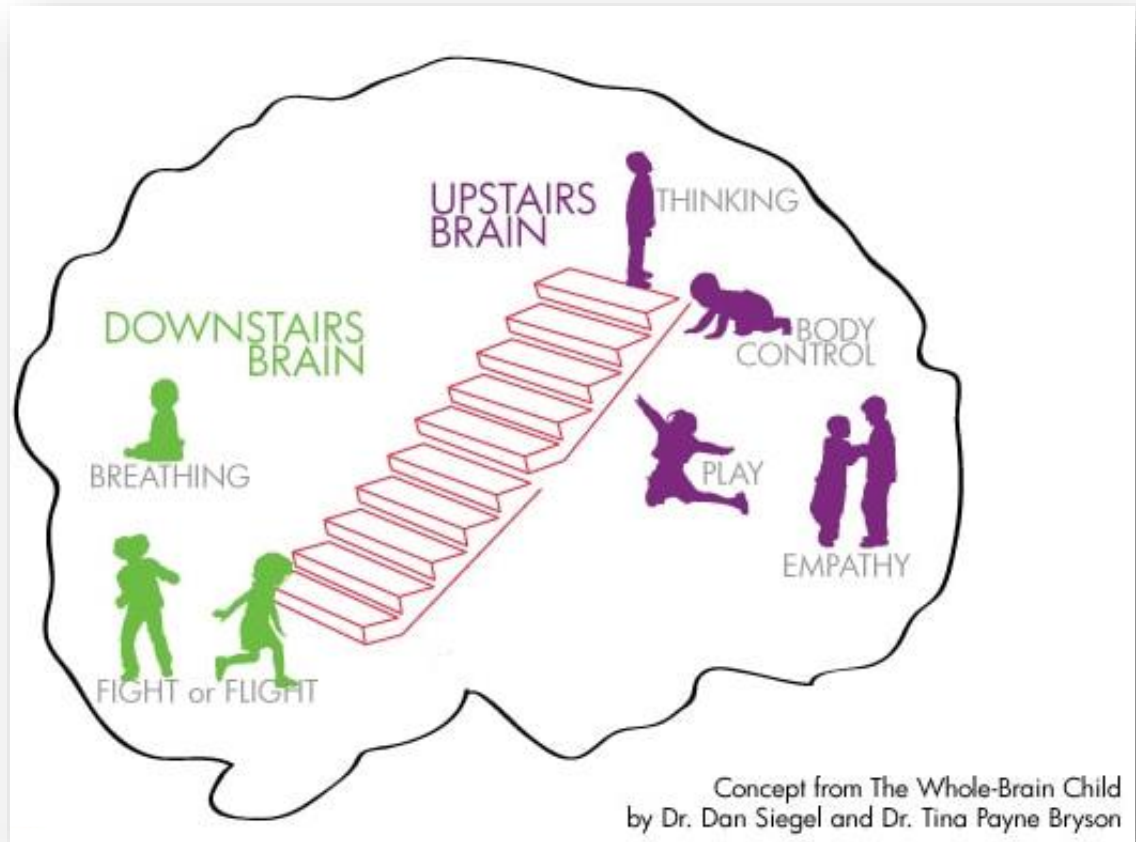
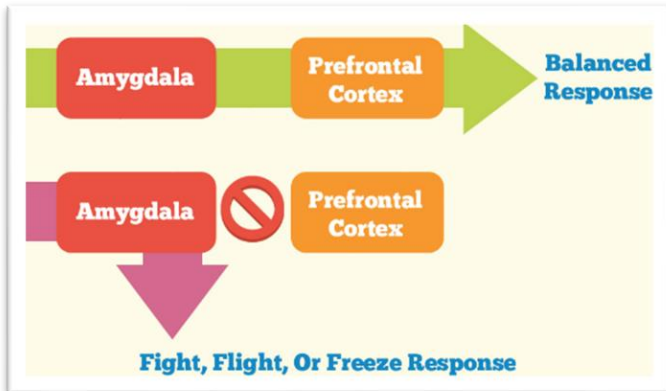
Behaviours we see are often 'fuelled by' and/or 'mask' other emotions and feelings



Brain plasticity

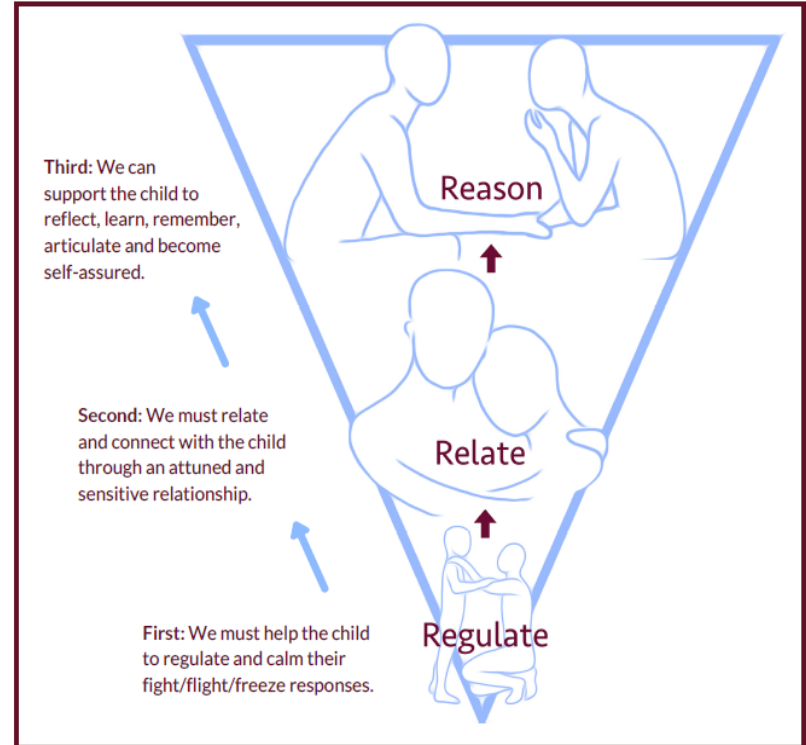
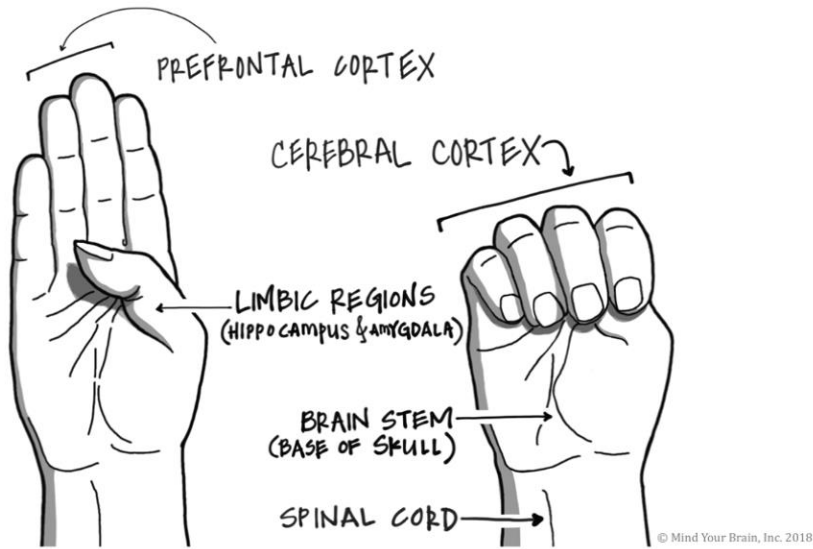


Upstairs-downstairs brain



Relational approaches

Hand Model of the Brain



Emotion Coaching



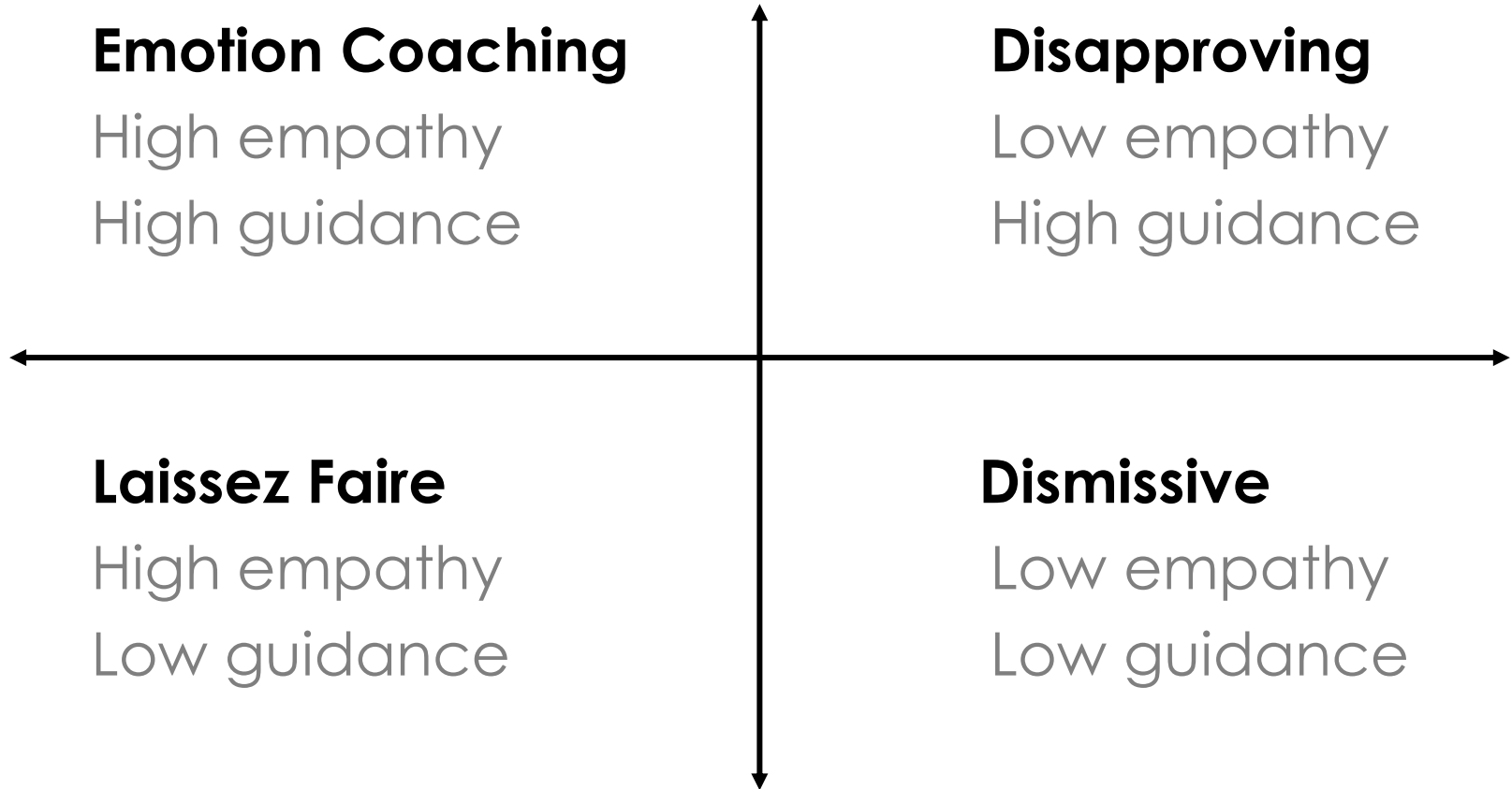
What is emotion coaching?

‘Emotion coaching is about helping children and young people to understand the different emotions they experience, why they occur and how to handle them’

(Gottman, 1997)



Different response styles



Response styles in action

Emotion Disapproving: A man stands with his arms crossed, looking sternly at a child in a bedroom. A speech bubble says: **'toughen up'**

Emotion Coaching: A woman sits at a table with a child, listening attentively. A speech bubble says: **'I understand, let me help you'**

Laissez Faire: A woman stands with her arms raised in a living room, watching two children play. A speech bubble says: **'anything goes'**

Emotion Dismissing: A woman sits in a chair watching TV while a child sits on the floor nearby. A speech bubble says: **'you'll get over it'**

verywell

Responding to anger

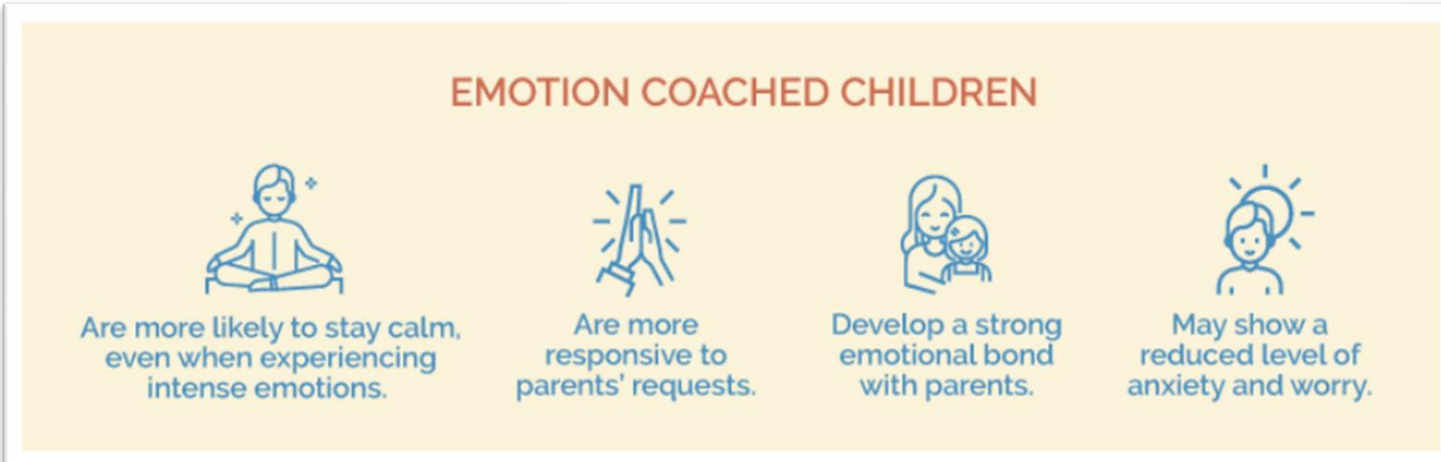


What are the benefits of EC?

Research has demonstrated that emotion coaching supports:

- Academic achievement
- Social development and healthy relationships
 - Better physical and emotional health
 - Greater resilience
 - Increased adult self-regulation

EMOTION COACHED CHILDREN



The infographic is titled "EMOTION COACHED CHILDREN" in orange text. It features four blue line-art icons arranged horizontally, each with a corresponding benefit listed below it. The icons are: a person in a meditative pose with stars around their head; two hands clasped in prayer with rays of light; a woman hugging a child; and a person with a sun behind their head.

- Are more likely to stay calm, even when experiencing intense emotions.
- Are more responsive to parents' requests.
- Develop a strong emotional bond with parents.
- May show a reduced level of anxiety and worry.

Five Steps of Emotion Coaching

Dr. John Gottman

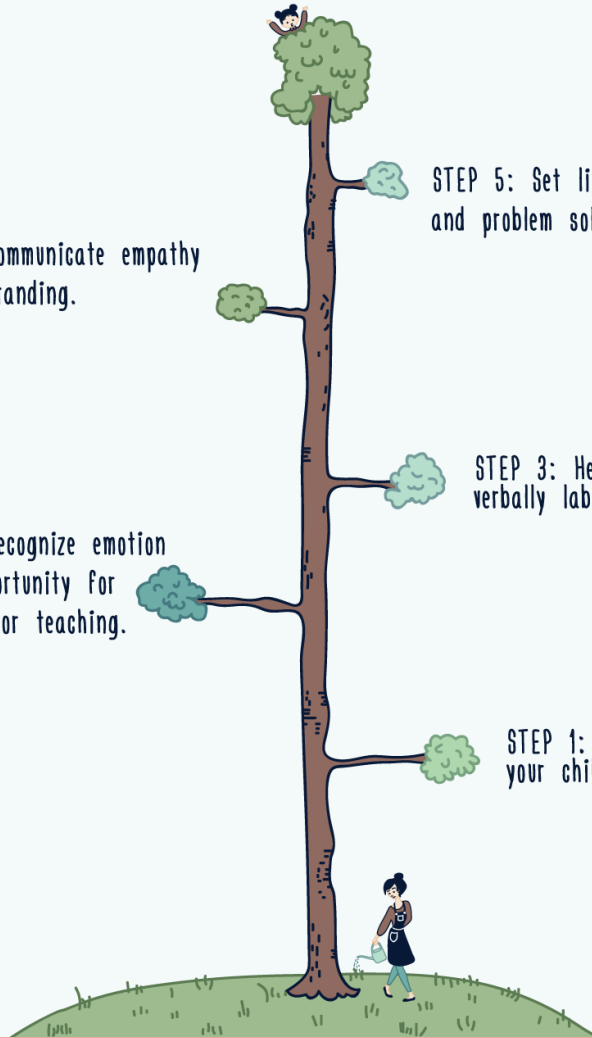
STEP 4: Communicate empathy and understanding.

STEP 5: Set limits and problem solve.

STEP 2: Recognize emotion as an opportunity for connection or teaching.

STEP 3: Help your child verbally label emotions.

STEP 1: Be aware of your child's emotions.

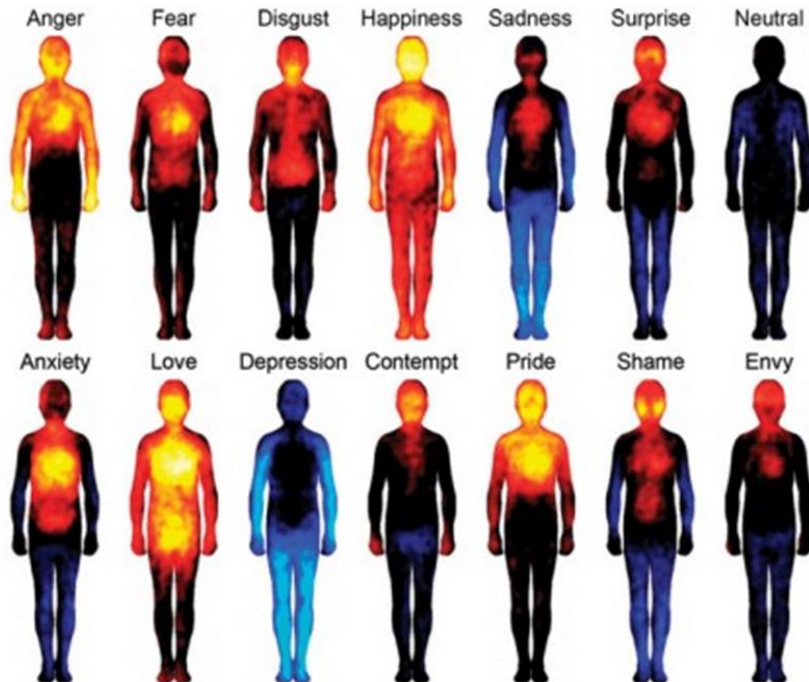


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Step 1: Tuning in, noticing, becoming aware



Often lower level emotions go unnoticed...

How easy is it to see how your child is feeling?

What physical signs might indicate that your child is feeling: happy, tired, lonely, nervous or frustrated?

Step 1: Tuning in, noticing, becoming aware



Step 1: Tuning in, noticing, becoming aware

Happiness



Surprise



Sadness



Anger



Fear

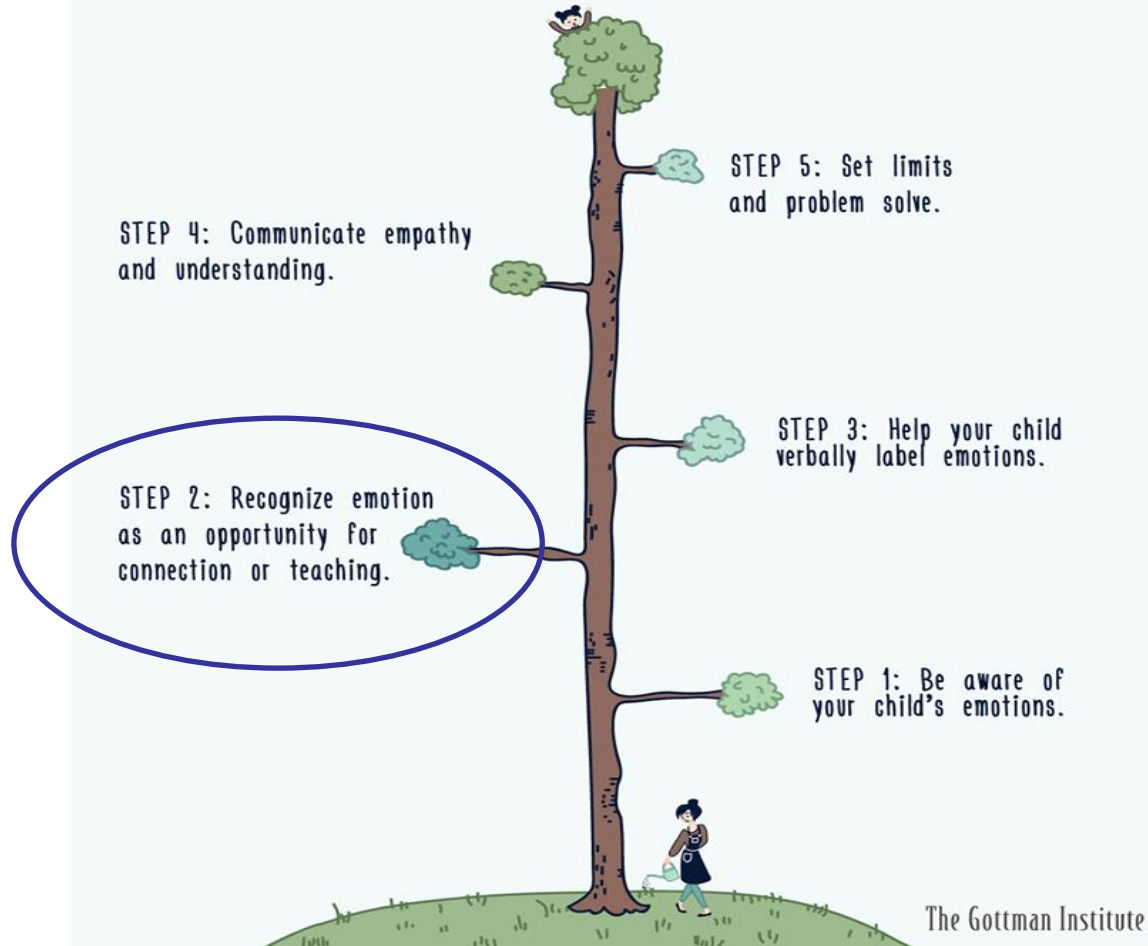


Disgust



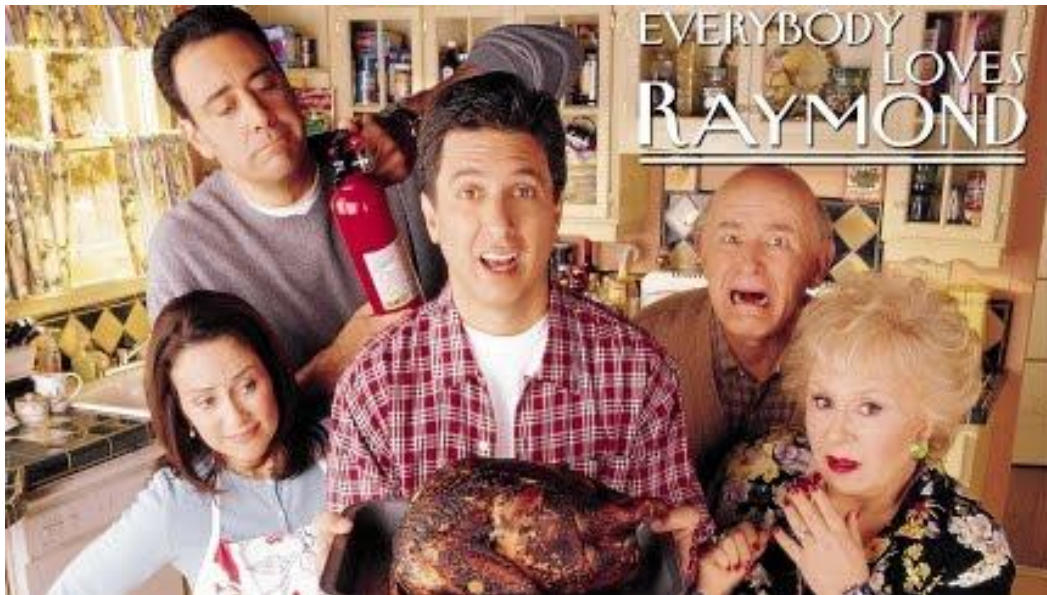
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Step 2: Recognising opportunities for connection



How does Ally feel when her mum/dad are talking to her?
How do their approaches differ?
What messages does she receive?

Step 2: Opportunities for Connection

Opportunities

What helps you to connect with your child 'in the moment'?



Barriers

What can make it difficult to connect with your child 'in the moment'?

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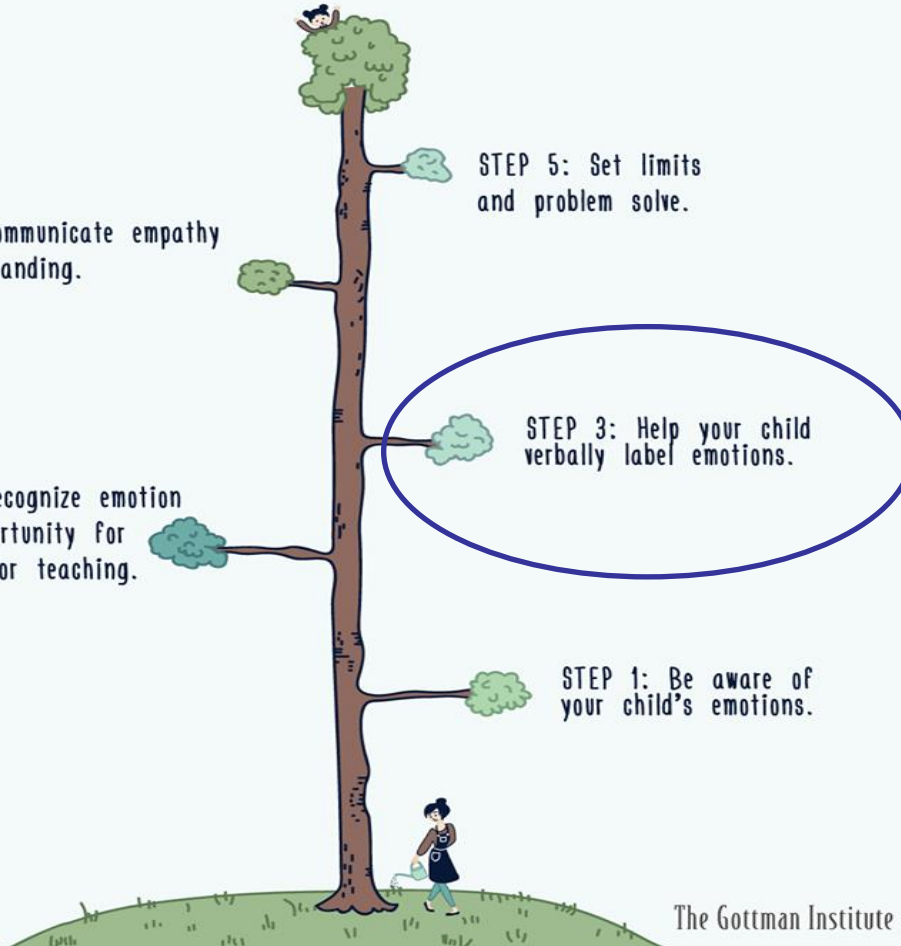
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Step 3: Help the young person to describe and label their feelings

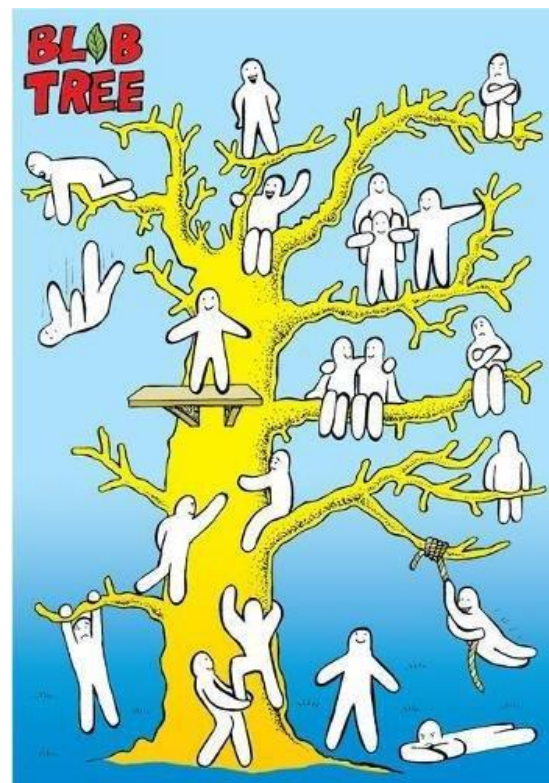
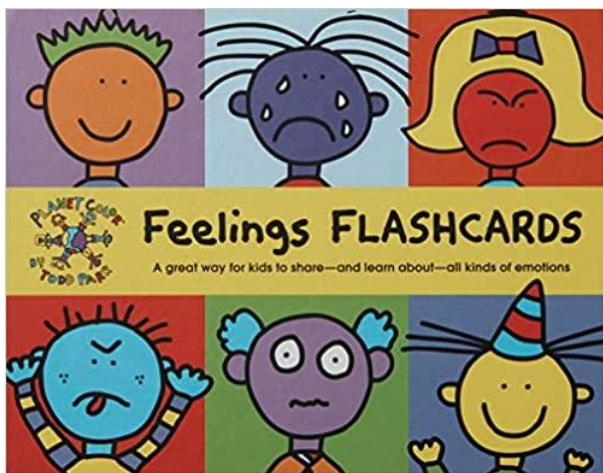
I wonder what that was about?

“If I was to make a guess I would say that...”

“I wonder if you were feeling anxious and that made you...”

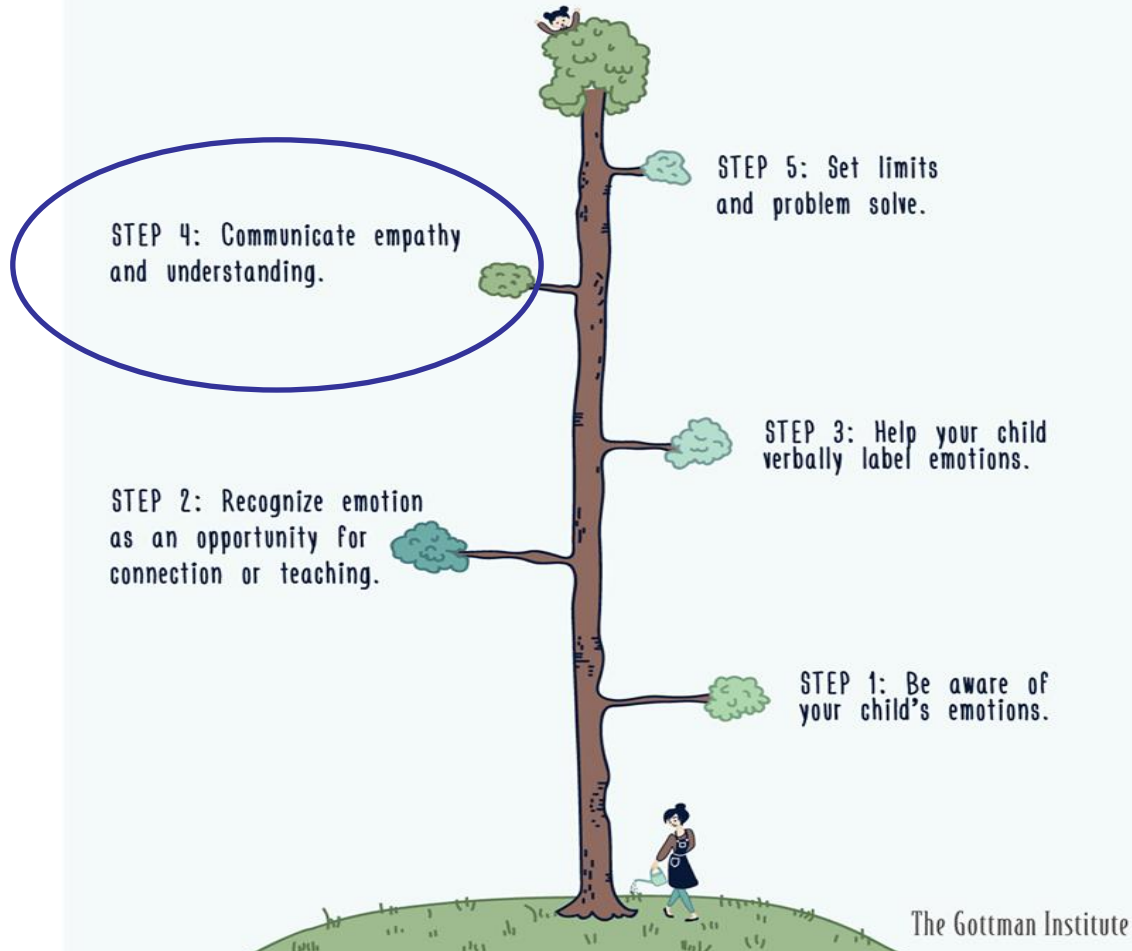
“I can see that something’s not quite right, can you tell me about it?”

Activity: What does this look like for you?



Five Steps of Emotion Coaching

Dr. John Gottman



Step 4: Listen empathetically and validate their feelings

Empathy fuels connection; sympathy drives disconnection.

Brené Brown

quora.com



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Emotion Coaching Scripts

Scenario 1: Young person has said: “I really hate XXXX”

Emotion: Anger?

EC: It sounds as though you’re feeling really angry with him?

Empathy: I might feel angry too if I felt I had been treated that way...

Scenario 2: Young person has shouted at a member of staff and walks out of the class just before a test starts

Emotion: Anxiety?

EC: It looks to me as if you might have been feeling really anxious about that test.

Empathy: I remember feeling anxious too the last time I took a test.

Activity: Which response style?

A) "You've got nobody but yourself to blame, I told you not to take it outside!"

B) "Oh I'm sorry you lost your toy, let's get a new one tomorrow"

C) "Don't be silly, it's a game!"

D) "That game meant a lot to you didn't it? I'm sorry you've lost a piece. Shall we look for it together?"



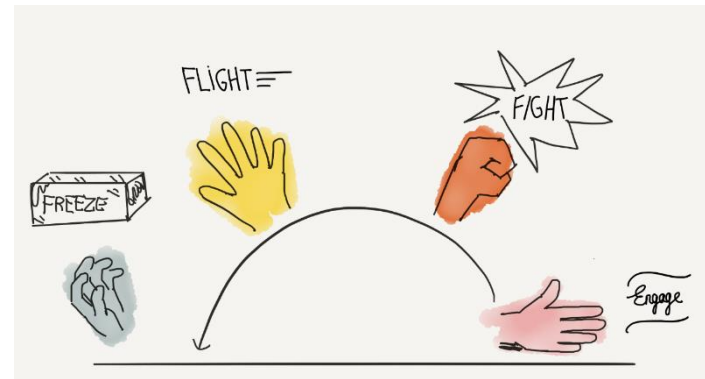
Meta-emotion philosophy

- The beliefs that we hold about emotions and their expression
- Stems from early experiences, and further experiences throughout life
- Influences how we react and respond to emotions in others



Co-regulation when a YP has 'flipped their lid'

The lowest part of the brain needs to be regulated first:
e.g. rhythm, patterned, repetitive, rhythmic activities or
somatosensory activities



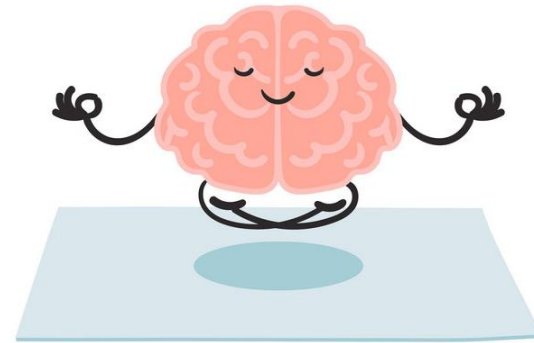
These might include:

Walking, time for a breather, opportunities to let off steam, sensory input activities, exercise, deep pressure activities

Grounding and Calming Strategies

Grounding helps keep someone in the present. It works by focussing outward on the external world as distraction. Strategies include:

- Counting
- Using 54321 strategy
- Low cognitive load activities
- Managing sensory needs



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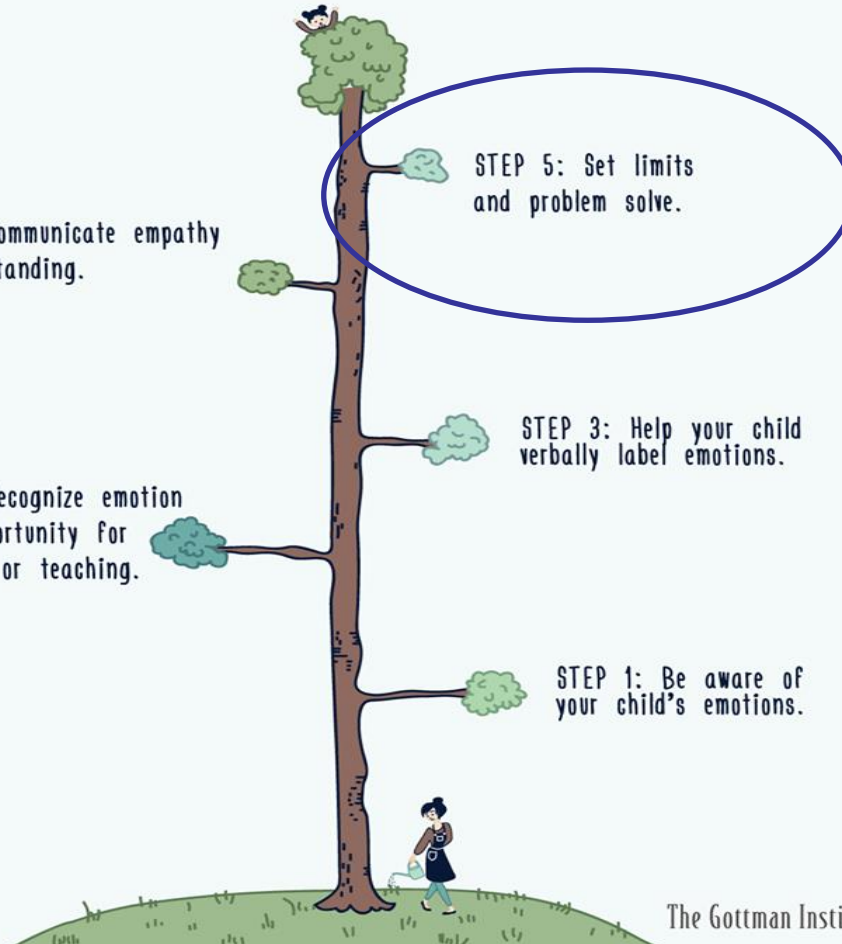
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Step 5: Setting limits on the behaviour (if appropriate)

All feelings are okay but not all behaviours are okay.

- Safety first
- Explain why the behaviour is not acceptable maintaining the child's dignity
- State the rule/boundary

Emotion Coaching Scripts: Setting limits

- *‘These are the rules that we have to follow. Doing that is not ok’*
- *‘We can’t behave like that even though you are feeling annoyed because it is not safe’*
- *‘You didn’t do the task as we agreed. You’re probably angry that you can’t join in the game because you have to tidy your bedroom first’*

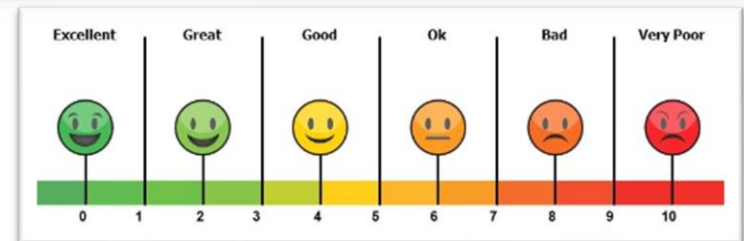
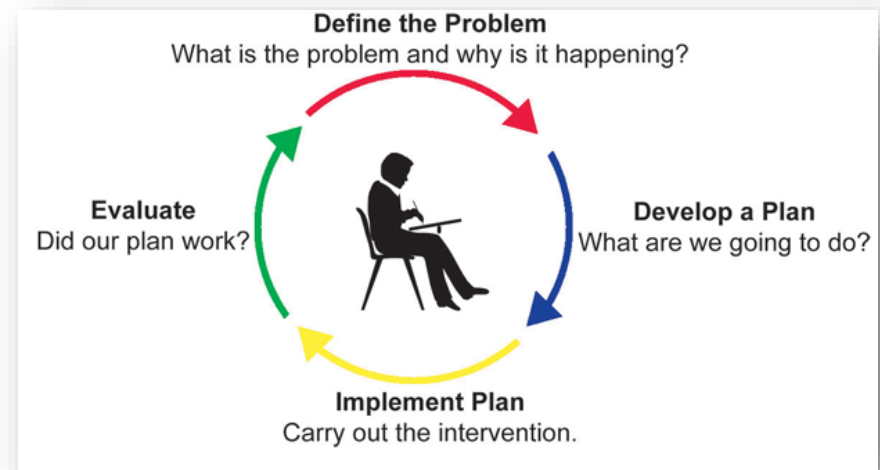
Problem-solving

When the child or young person is calm and in a relaxed, rational state:

- **EXPLORE** the feelings that gave rise to the behaviour – what were they trying to communicate/achieve?
- **SCAFFOLD** alternative ideas and actions that could lead to better outcomes
- **EMPOWER** the child to believe they can overcome difficulties and manage feelings – encourage them to try out new strategies and reflect on them together

Staged problem-solving approach

1. What's the problem?
2. What could I do?
3. List what might happen for each solution
4. Pick the best solution
5. Do it!
6. Did it work?



Emotion Coaching Scripts: Problem solving

- *‘This is not a safe place to be angry. Let’s go to a safe place and then we can talk’*
- *‘Next time you’re feeling like this, what could you do? How do you think you will react next time or if this happens again’*
- *‘You need to work in a group with Ruth or work with me - which do you want to do?’*

Do any of the emotion coaching stages feel similar to things you do already?

Can you think of a scenario where you might have used emotion coaching approach before?

Summary

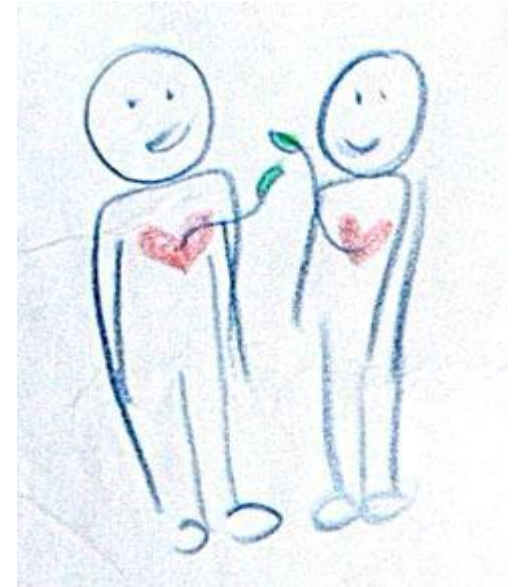
Teaching children about the world of emotion ***'in the moment'***

Giving children ***strategies*** to deal with ups and downs

Accepting negative emotions as ***normal***

Using moments of negative behaviour as ***opportunities for teaching***

Building ***trusting and respectful relationships*** with young people



Resources

