

EMOTION COACHING SCRIPTS

Validation of emotions (empathetic listening)- labelling and empathising

Step 1 - Labelling

Look for physical and verbal signs of the emotion being felt; Take on the child's/young person's perspective; Use words to reflect back child's emotion and help child/young person to label emotion

"I'm wondering if you're feeling....."

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

"I can see you are feeling angry."

"I can tell you are angry"

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

"You're angry about..."

"You look kind of angry"/ "Your face looks angry...."

"You are obviously angry...."

"I know you are feeling angry..."

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

"Do you realize that you are doing this (demonstration)...."

Step 2 - Empathising

Affirm and empathise with the emotion; Allow to calm 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 get that you are angry"

"I can understand you're feeling angry – I would too"

"I know you're feeling angry – I would feel the same"

Step 3 - Limit setting (if relevant)

Separate emotion from the behavior (actions); Clarify what is acceptable expression of emotion i.e. behaviour and what is not – set the limit; Allow to calm down – (use behavior policy of setting if necessary/appropriate):

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

"...That behavior is not acceptable"

"...The rules are that we do not"

"... These are the rules that we have to follow"

"... Doing that is not ok"

"... Behaving like that is not helpful/harmful etc...."

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

"... You cannot act like this"

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

“... This is not what we do”

Step 4 - Problem solving - 3 parts – exploring, problematizing; solutions

Part 1 - Exploring

Exploring the feelings that give rise to the behavior/problem/situation etc. – be specific

“How were you feeling when that happened”

“What did it make you feel like”

“Have you felt that way before”

“Why do you think you are doing this”

“Did you know that you have reacted this way before”

“When did you last feel like this”

“What does your body feel like now”

“What feelings are you having”

“What does it make you want to do”

“Can you remember what happened to make you feel like that”

“Can you tell me what happened”

Part 2 – Problematising

Identifying alternative, more appropriate and more productive ways of expressing and/or managing feelings and behavior/actions; Empowering child/young person to recognize feelings, behaviour and taking ownership/responsibility of actions and finding ways to self-regulate in future

“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”

“Can you remember what we said before”

“How did you handle it last time”

“Let’s sort this out”

“How can you get over this”

“What did you do last time this happened”

“Can you remember what we discussed last time”

“Can you remember how you solved it before”

Part 3 - Solutions

Agreeing possible solutions – 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 – you could have done.....”

“Can you remember what we agreed....”

“This is what we can do instead”

“How do you think you will react next time or if this happens again”