



Emotion Coaching: A whole setting - relationship based approach to supporting emotional regulation and wellbeing

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Check-in

- One word that reflects how you feel in this moment



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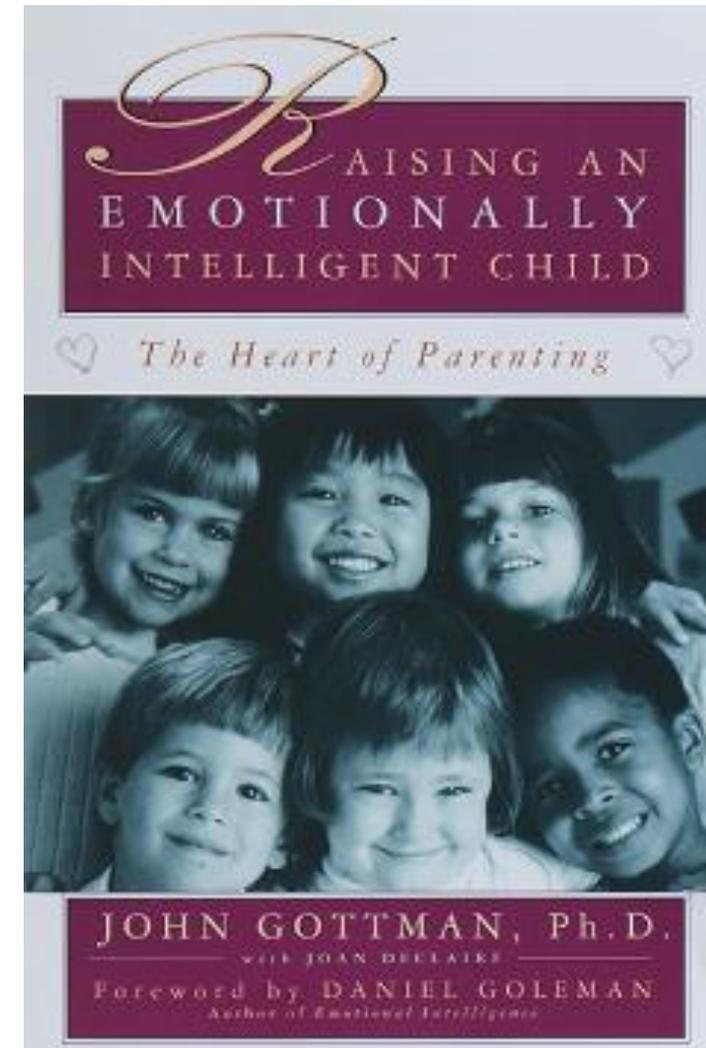
Overview

- What is Emotion Coaching (EC)?
- Why do we need to attend to emotions in school?
- Different styles of responding to emotions
- Principles and steps of EC
- What does the research have to say?
- EPS offer and further reading

Emotion Coaching

'Helping children and young people to understand the different emotions they experience, why they occur and how to handle them'

Gottman, 2007



Why implement Emotion Coaching in education?

Research in educational and community settings in the UK has demonstrated that Emotion Coaching helps:

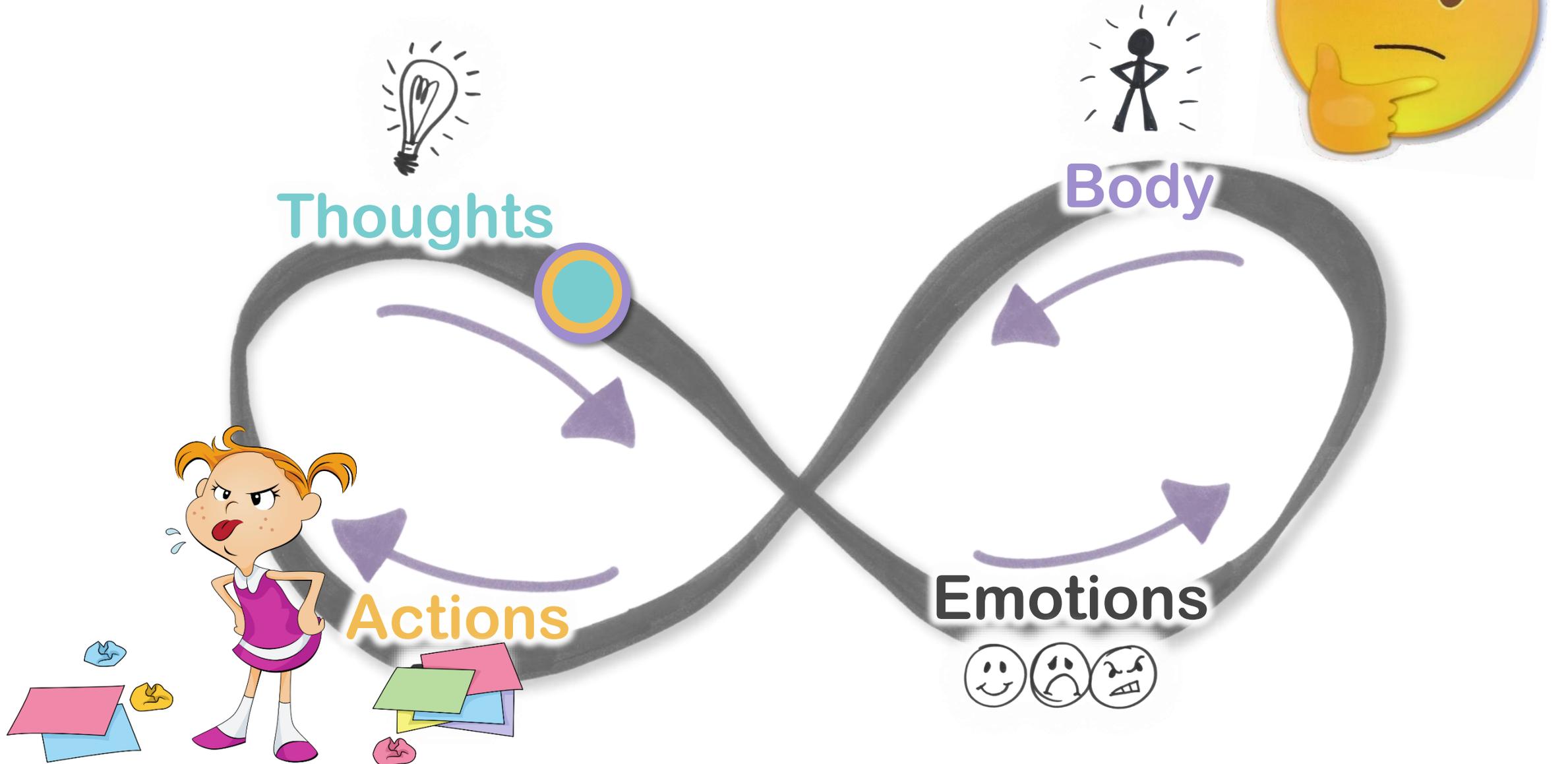
- Children to calm down and better understand emotions
- Children to regulate, improve and take ownership of their behaviour
- Accelerate academic progress
- Practitioners to feel more 'in control' during incidents
- Promotes positive relationships between adults and children
- Practitioners to be more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

Rose et al, 2015; Gus et al 2017.

Thinking about behaviour



Thinking about behaviour



How do we respond to emotions?

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DISAPPROVING

Critical of the emotion
Focuses on behaviour

DISMISSIVE

Ignores the emotions
Minimises behaviour

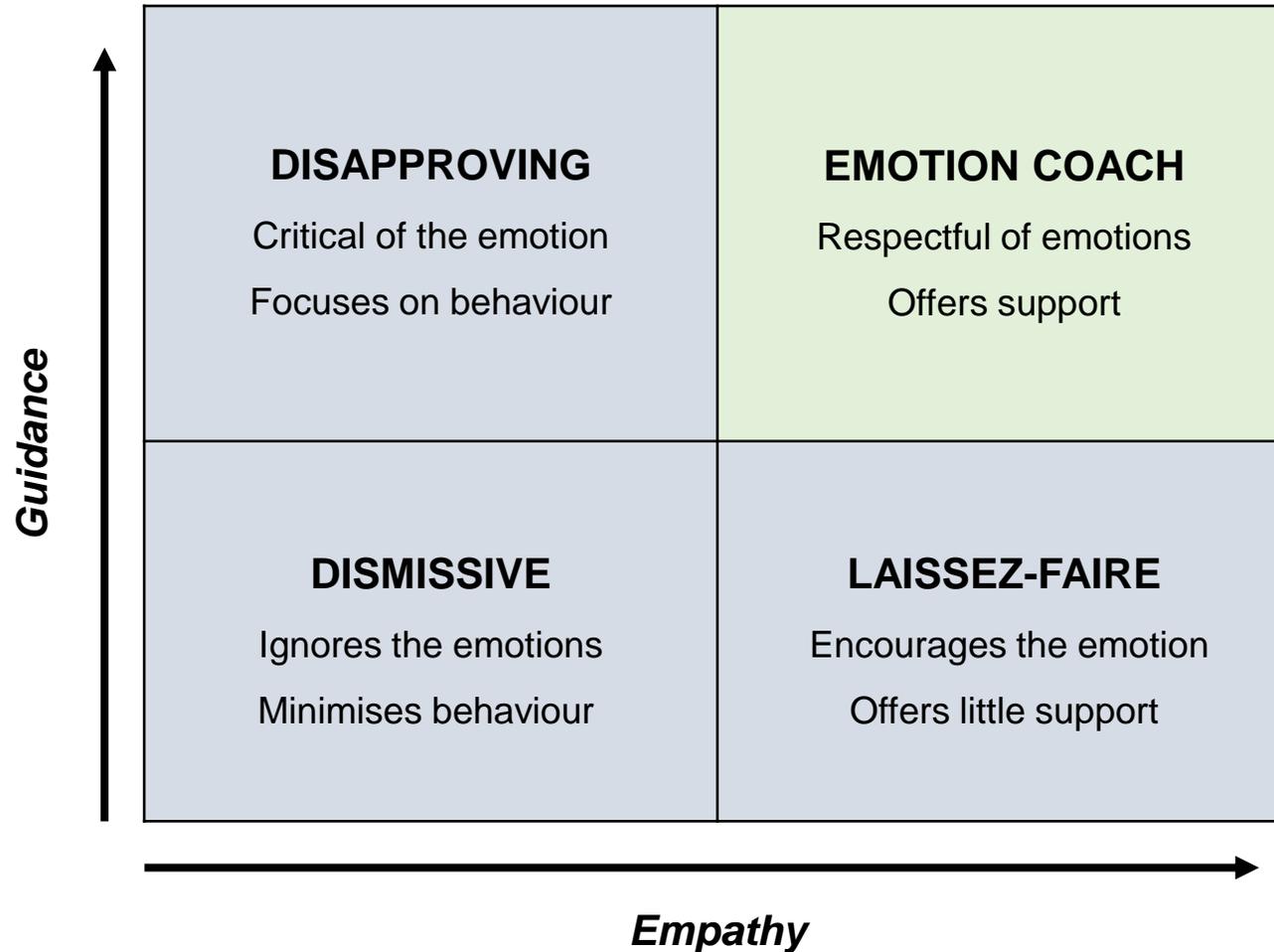
How do we respond to emotions?

<p>DISAPPROVING Critical of the emotion Focuses on behaviour</p>	
<p>DISMISSIVE Ignores the emotions Minimises behaviour</p>	<p>LAISSEZ-FAIRE Encourages the emotion Offers little support</p>

How do we respond to emotions?

<p>DISAPPROVING</p> <p>Critical of the emotion Focuses on behaviour</p>	<p>EMOTION COACH</p> <p>Respectful of emotions Offers support</p>
<p>DISMISSIVE</p> <p>Ignores the emotions Minimises behaviour</p>	<p>LAISSEZ-FAIRE</p> <p>Encourages the emotion Offers little support</p>

How do we respond to emotions?



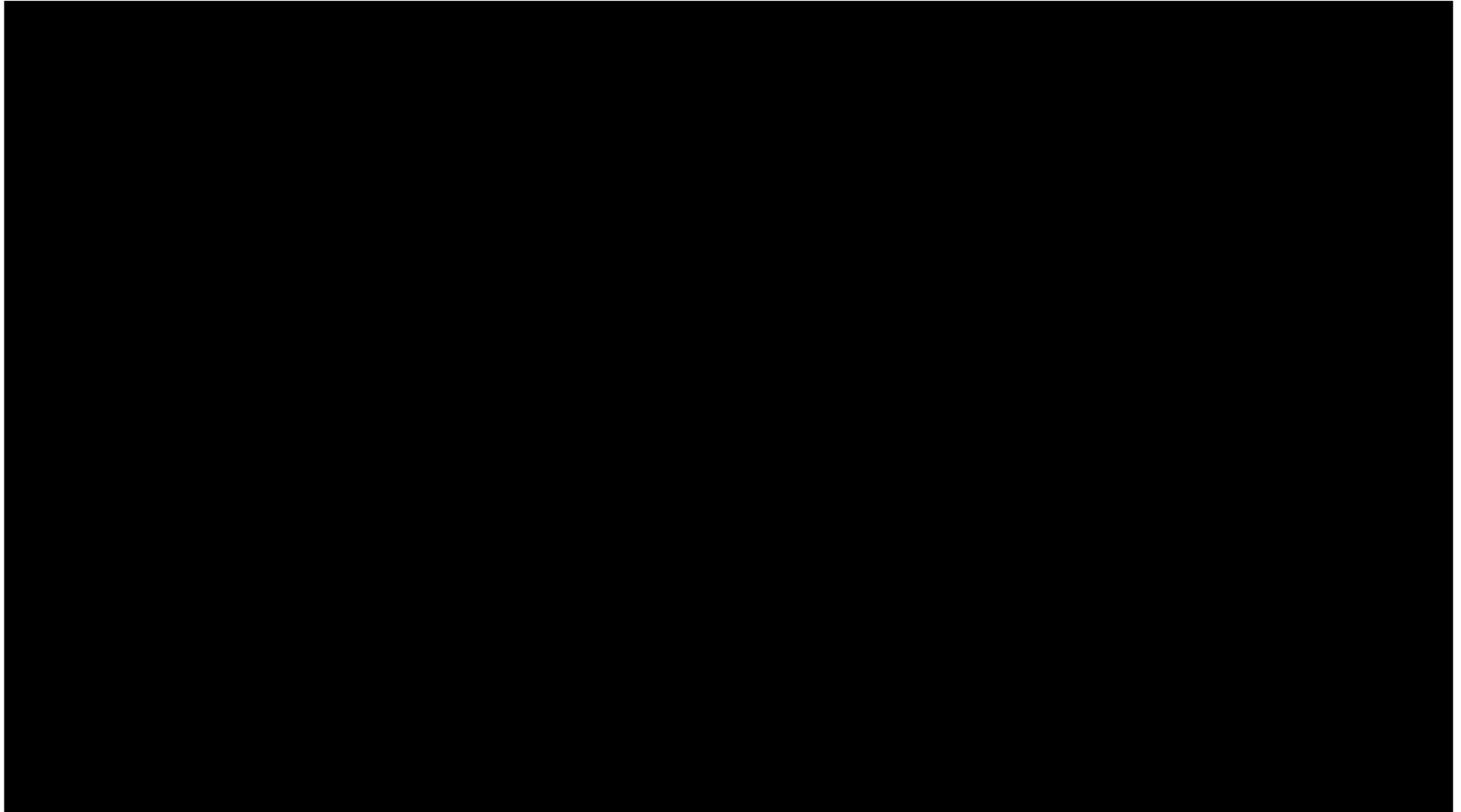
Activity

- Reflect on how you might feel if you were on the receiving end of the different emotional response styles.
- What implicit message might you take from the other person's response to your emotions?

Disapproving style



Dismissive style



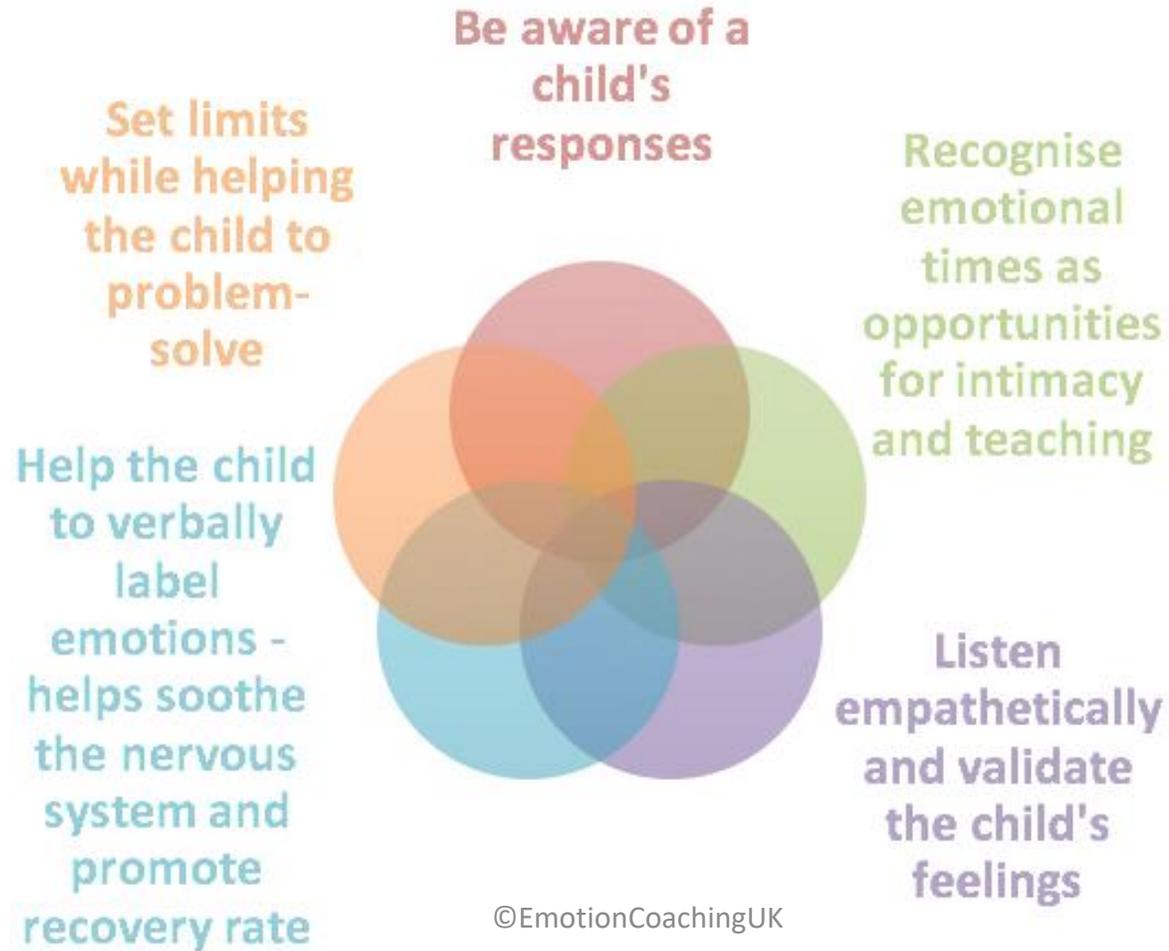
Potential effects of dismissive and disapproving responses

- ‘What I am **feeling is not right**, my assessment of the problem is **wrong**, I must not feel this way’
- Child does **not learn to trust own feelings** affecting decision-making
- Not given **opportunities to experience** emotions and deal with them effectively - could grow up unprepared for life’s challenges
- 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 emotion
- Generates **more negative feelings** - resentment, guilt, shame, anger

Principles underpinning Emotion Coaching

- All emotions are **natural and normal**, and not always a matter of choice
- Behaviour is a **communication**
- The **relationship** is a priority to support coaching: 'Connect before re-direct' (Siegel, 2013), 'Rapport before reason' (Riley, 2009)
- 'Emotion coaching builds a power base that is an emotional bond – this creates a **safe haven**, a place of trust, a place of respect, a place of acceptance, a sense of self. This in turn leads to children and young people giving back **respect and acceptance of boundaries**' (Rose and Gus, 2017)
- Children cannot successfully self-regulate their emotions unless they have experienced and internalised **co-regulation** (i.e. an adult tuning in/empathising with their emotional state and thus 'containing' - sharing, supporting and carrying - their emotional state). This also involves explicit teaching and modelling.

Elements of Emotion Coaching



What this means in practice

Step 1: **Recognise the child's feelings and empathise with them**

('I understand how you feel, you're not alone')

Step 2 : **Validate the feelings and label them**

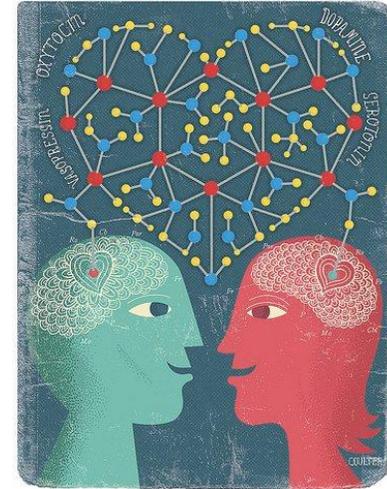
('This is what is happening, this is what you're feeling')

Step 3: **Set limits on behaviour** (if needed)

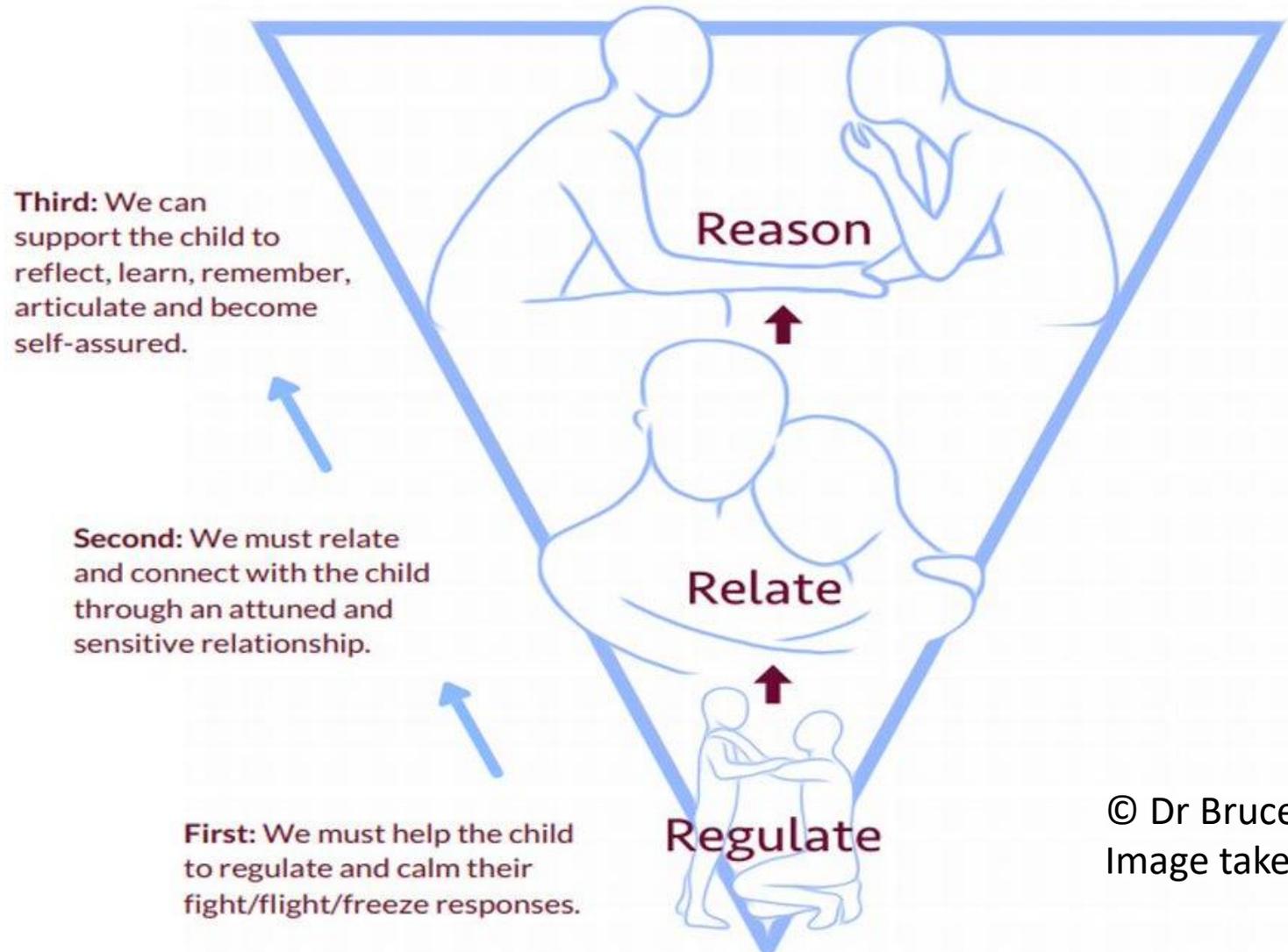
('We can't always get we want')

Step 4: **Problem-solve with the child**

('We can sort this out', 'What might we do differently next time?')



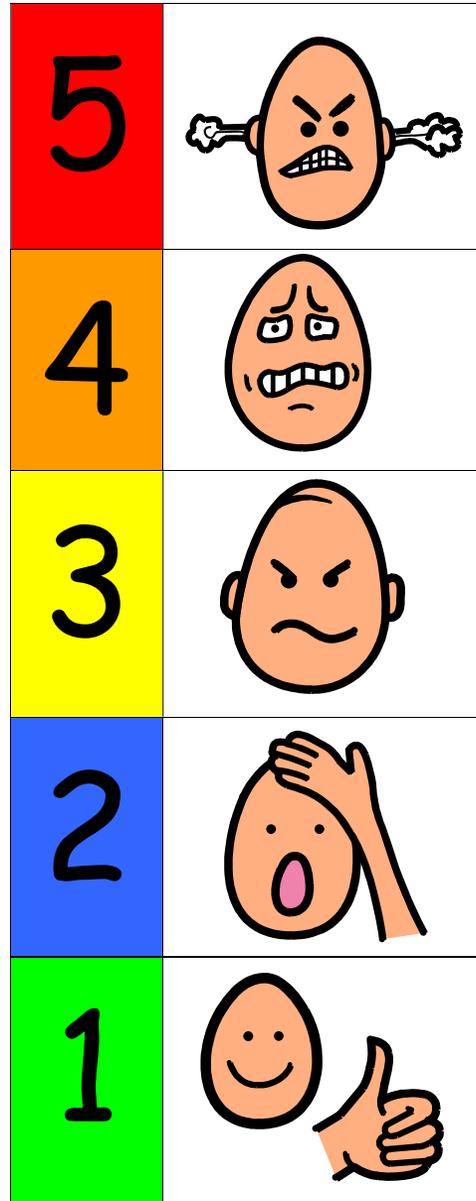
The Three Rs: Reaching the learning brain



© Dr Bruce Perry
Image taken from Beacon House

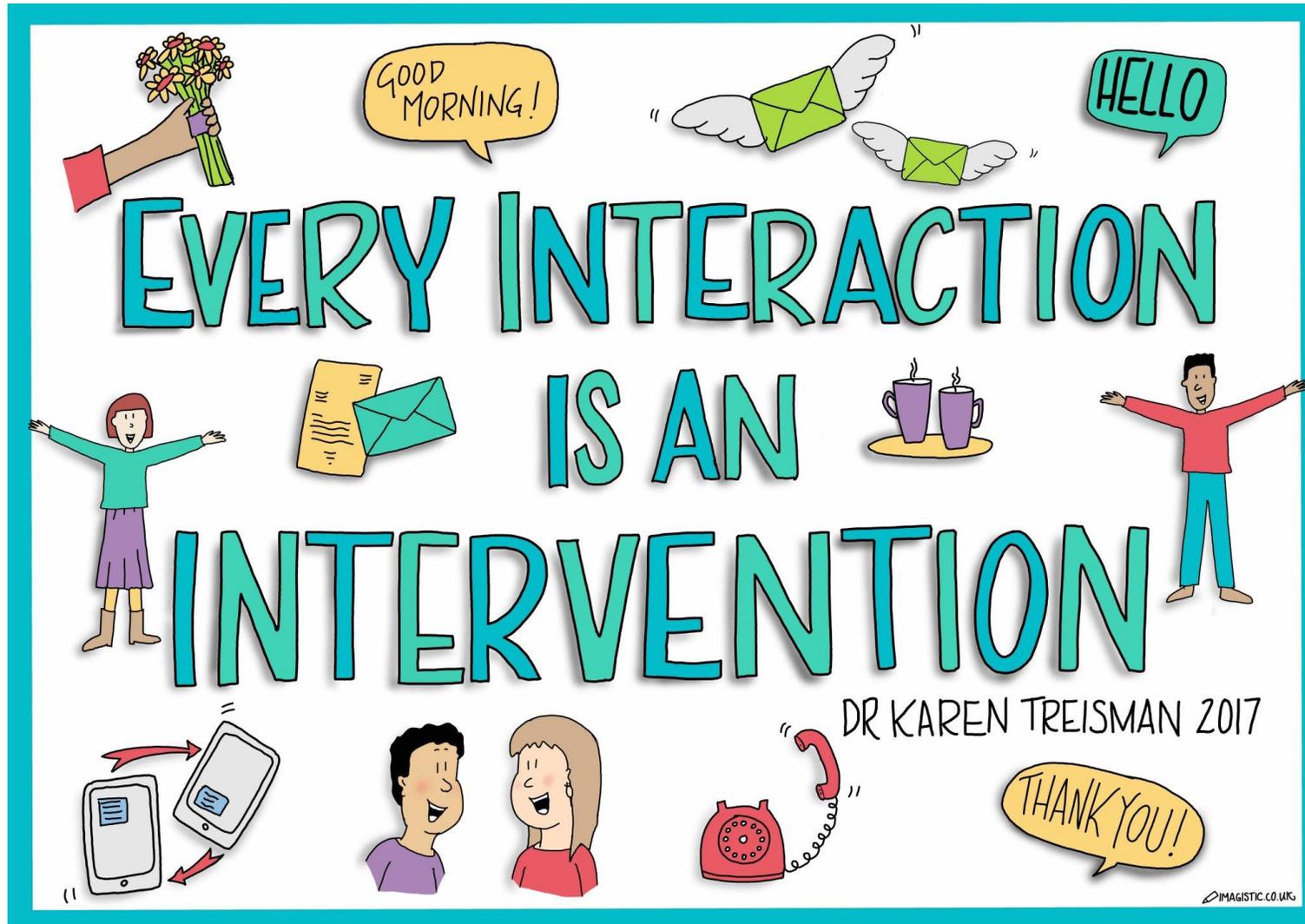
Step 0!

Self-regulation
before
co-regulation

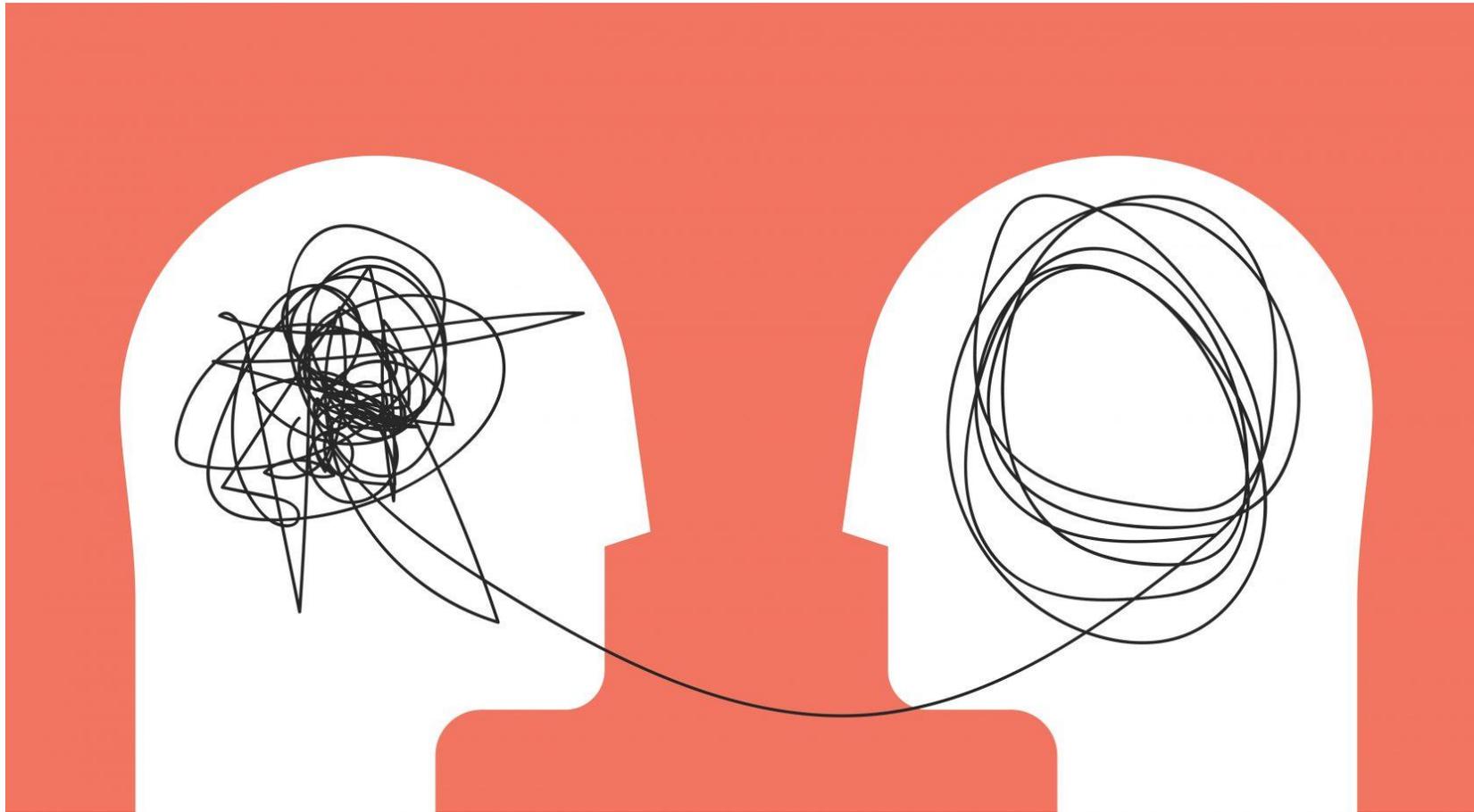


The Incredible 5-point Scale
by Dunn Buron and Curtis

Activity



Adult to Adult Emotion Coaching: an example



EPS Traded Offer

Bronze (*Awareness raising*): Whole setting twilight session

Silver (*Developing practice*): Whole setting / key staff, 1 day training, more depth in the theory/ practical strategies and an appreciative inquiry session with key staff plan implementation

Gold (*Embedding practice*): Silver offer with an additional 3 follow up visits which could consist of consultation, supervision, and/or SEMH provision review.

Bespoke: Offer shaped through discussion with your link EP.

Further Reading

- Raising an emotionally intelligent child: The heart of parenting, Gottman, 1997.
- Brighton and Hove Behaviour regulation policy:
https://www.brighton-hove.gov.uk/sites/brighton-hove.gov.uk/files/Behaviour%20Regulation%20Policy%20Guidance%20-%20Sep%2018_1.pdf
- Emotion Coaching research at Bath Spa University:
<https://www.bathspa.ac.uk/schools/education/research/emotion-coaching>
- Further information on emotion coaching in education can be found at the following websites:
<https://www.emotioncoachinguk.com/>
<https://emotioncoaching.gottman.com/>
<https://www.nurtureuk.org/our-services/publications/theory-practice/emotion-coaching>



THANK YOU



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thank you!

