



Training



Research

Emotion Coaching Workshop

Presented by

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Emotion

When Ryan talks to me I'm not as worried, he helps me think about things, helps me calm, helps me understand why I am feeling the way I am. Then I can go back into class and get on with my work.

Coaching

Emotion Coaching helps children and young people to understand the different emotions they experience, why they occur and how to handle them. It is based on the principle that nurturing and emotionally supportive relationships provide optimal contexts for the promotion of children's wellbeing and resilience. The relationships support the development of empathic responses and thought constructions (meta-emotion philosophy) promoting better self-management and regulation.

Emotion Coaching rests on the premise that the emotions of anger, fear, sadness, joy and disgust are innate, universal and guide actions to adapt behaviour to ensure survival. It is a technique and an approach that uses moments of heightened emotion and behaviour to guide and teach the child about more effective responses. Through empathetic engagement, the child's emotional state is verbally acknowledged and validated, promoting a sense of security and feeling 'seen and felt'.

Porges (2011) suggests that prosody, eye gaze, facial expression and the body language of the adult can convey calmness and safety, dampening down the vagus nerve's defensive system, so allowing the child to physiologically and psychologically start to calm down. Equally, inappropriate behaviours are not condoned, as children need to learn to adhere to community conduct codes. When the child is calmer, it is possible to discuss the incident in a more rational and productive manner, and move onto problem solving and solution-focused strategies, contingent on the child's age and ability. Through repetitive, consistent use, Emotion Coaching helps children to regulate their emotions, negative externalising behaviour is reduced and resilience promoted.

[The above is taken from Gus, Rose and Gilbert (2015) Emotion Coaching: A universal strategy for supporting and promoting sustainable emotional and behavioural well-being *Educational & Child Psychology* 32(1) pp31-41.]

Emotion Coaching can be thought of as having four steps. These steps form a useful and memorable script and guide:

Four steps of Emotion Coaching

1. Recognising the child's feelings and empathising with them
2. Validating and labelling the emotion the person is feeling in the moment
3. Setting limits (if needed)
4. Problem Solving

Step One: Recognising the child's feelings and empathising with them.

This first step does not require physical action, but is the internal recognition and acknowledgement of the adult that the child is experiencing an emotional moment. It allows the necessary pause for thought and is important because it gives the adult the time to bear witness to the child's emotions, tune into their own emotional response to the situation and their empathy to get ready to manage step two. Look for physical and verbal signs of the emotion being felt.

Step Two: Validating and labelling with the emotion the person is feeling in the moment.

Validate the emotion and acknowledge its existence. Use words to reflect back the child's emotion. This may seem awkward and unnatural at first. Watching an angry person enacting their anger and telling them that you can see that they are angry may seem patronizing and unnecessary. But research tells us that just by naming the emotion the other person is feeling, we are encouraging the regulatory processes to engage and reconnect the thinking brain with the limbic system. By being with the person as they are experiencing a heightened state and through naming that emotion, we are communicating that firstly we understand how they are feeling and secondly that is ok to feel like that. This explicitness is a vital step and without it, effective Emotion Coaching cannot happen.

- 'I can see that you get angry when that happens. I would feel angry if that happened to me. It's ok to feel angry'
- 'I can see you're frowning and you're kicking the wall and you're expressing a lot of energy. I would be feeling like that too if I didn't want to do something'
- 'I noticed you looking around at the other who are working on their projects. I think you might be feeling nervous right now about your work. Have I got that right?'

Step Three: Set the limits

It's important to recognize that just because you have demonstrated empathy and validation in step two, Emotion Coaching is not about ignoring the fact that some behaviours are not acceptable. What Emotion Coaching practice is striving for is the understanding that behaviours are telling us that something is not right – our quest is to find out about the emotions that are driving the behaviour. However, as steps one and two help you identify and empathise with the emotion, step three allows you to put some limits on the behaviours, if necessary.

A good example of this would be to consider a seven year old who has just hit out at a friend. Acknowledging the emotions the child is feeling identifies you as an understanding and empathic adult and as the child begins to calm, stating, 'I understand you're feeling really sad today, but one of our golden rules is kindness, so hitting your friend isn't an ok thing to do' becomes perfectly logical. This is the key to step three: making clear which behaviours are and are not acceptable.

Step Four: Problem Solving

Emotion Coaching endeavours to teach resilience and step four is important to reinforce the idea that children and young people have the capacity within themselves to develop skills to cope with their own emotional worlds. In step four, when the child is calm, the Emotion Coaching practitioner works with the child to consider what they could do when they feel those strong emotions next time. Wherever possible, new solutions should be driven by the child or young person, but there are times, especially when the child is new to the process, when some ideas will need to be given. For example, 'I wonder whether it would be a good idea to go to the special beanbag in the corner next time you feel like this? Then I can come and help.'

Top tips for Emotion Coaching

1. Acknowledge low levels of emotion before they escalate to full-blown crisis.
2. Acknowledge all emotions as being natural and normal and not always a matter of choice.
3. Recognise behaviour as communicative (relational not behavioural model).
4. Demonstrating empathy when stakes are low creates a good foundation. You become the child's ally.
5. "Connect before correct" (Golding, 2015) "Rapport before Reason" (Riley, 2009)
 - a) Need to genuinely empathise with the child from their point of view. This does not mean agreeing with them, just viewing things from their perspective
 - b) Look for physical and verbal signs of the emotion being felt
 - c) Take on the child's perspective (mentalising/mind-mindedness)
6. Exploring empathy

On occasion adults struggle with the empathy part of Emotion Coaching. This is not because they do not feel empathy but;

- a) They feel empathy but the words do not reflect this, e.g. a mother says to her two boys who are visiting with dad with his new girlfriend and children, "don't worry daddy still loves you" and the boys yell back "don't say those words to me".
- b) Being empathetic about the emotions being felt is suggesting that you are condoning the behaviours e.g. an adult says "I could not empathise with the pupil's behaviour because it is not okay to throw a chair around the room." The feeling that led to the behaviour could have been empathised with i.e. the sense of injustice that the pupil had been reprimanded and others had not.
- c) Confuse empathy with sympathy. See Brene Brown clip on You Tube for a wonderful explanation.

1. Role Play - Phone in School

Disapproving Response:

Teacher: No phones in the classroom, I'm taking this away.

Teenager: But it's my birthday

Teacher: I don't care what day it is, it doesn't change the rules.

Teenager: But I was just...

Teacher: (interrupt) I'm not having this behaviour from you again, this is typical.

Teenager: But I wasn't...

Teacher: (interrupt) Right that's it, detention. I'm sick and tired of your attitude, you're always disrupting the class and I've had enough. Why can't you behave like everyone else? Just pay attention and make a contribution for a change.

Dismissive Response:

Teacher: Is that a phone? I'm going to have to confiscate that.

Teenager: But it's my birthday

Teacher: Oh well then you should be feeling happy. Let's get on with the lesson. Today...

Teenager: But I was just...

Teacher: it's not a problem; you can get it back later.

Teenager: But it's my new phone...

Teacher: Let's not make a big deal out of it. No point in getting upset – you will get it back. Today we're carrying on from last week, so you'll enjoy that. Let's have another good lesson.

Emotion Coaching Response:

Teacher: Sorry Emma, I've got to confiscate that.

Teenager: But it's my birthday

Teacher: Oh it's a new phone?

Teenager: Yes

Teacher: Yeah if I had a new phone, I'd be excited too.

Teenager: Yeah, I just wanted to show it to my friends (sounding upset)

Teacher: That's understandable and I can see that me taking it away would make you feel upset

Teenager: (nods head)

Teacher: But we have to follow the rule of no phones in the classroom and you know that if they're seen, they're confiscated. I'll keep your phone for now and we'll talk later about what we can do about getting it back and avoid this happening again.

Teenager: Ok

2. Role Play – 5 year old Richie in playground

5 year old Richie and friend are building a car and someone else jumps into the driver's seat. Richie reacts and thumps his mate.

Dismissing/Disapproving

Adult: Richie, how dare you hit Dylan. Dylan, stop making that noise and go over and sit with Mrs Toms. Richie, we don't have that behaviour in our class and we don't hit other children in this school.

Richie stands with his head down heaving breaths and clenching fists. Other children have stopped playing and are watching what is going on.

Adults stares at Richie.

Adult: You know what the rules are, you need to go and stand over there and get some control of yourself and think about what you have done.

The child doesn't move – there are tears in his eyes: Bbbbbbbut. Bbbbut...

Adult interrupts and takes the child's elbow: You heard me! Come, on that's the rule. I think you'll feel better once you've calmed down.

Child moves slowly to the edge of the playground. Adult turns to the children.

Adult: Everything is fine. I think it's best if this activity is put away now because we can't play nicely.

Emotion Coaching

Adult: I can see by your eyes that you're feeling really cross right now and are not having fun any more. Let's go and chill a bit.

Child and adult sit on a bench. Child has shoulders up around his ears, face is scrunched, fists are clenched and is turned away from the adult. The adult sits quietly next to the child, occasionally looking but not staring.

Pause.

Adult: I can see you're calming down because your face is not so scrunched up any more and your shoulders are more relaxed.

Child: Nods.

Adult: Your friend got in the driver's seat first. I'm, wondering if that made you feel really angry because you wanted to be first in the car you'd made?

Child looks up: Yes, it's not fair. I made the car. It's mine, not his.

Adult: So you felt that because you'd built most of the car it was your right to be the driver and not his?

Child: Yes

Adult: I know you felt that this was unfair (pause). You know we have rules on how to share equipment.

Pause. **Child** nods.

Adult: Hitting other people is dangerous because people can get hurt. Can you think of another way you could have let your friend know you were unhappy?

Child: Dylan, this is my car and I am the driver?

Adult: Great start. I'm wondering if Dylan perhaps thought it was both your car as he built it too?

Child nods: Well.... He could have sat next to me?

Adult: Good idea Richie. Dylan could have sat next to you on your adventure. Perhaps you could take it in turns so he got a turn too?

Child: Hmmm... yeah, maybe.

Adult: I'm wondering where Dylan is now? He seemed to be really shocked. He wasn't expecting that thump on his arm. Shall we go and find him?

Child: I'm not saying sorry....

Adult: You don't feel like apologising right now. But shall we just go and check that he's ok?

Child: Ok.

When adult and child arrive back at the car, without prompting, Richie said:

Child: Alright Dylan. Sorry I hit you. Let's drive together.

Role Play 3 – Ugly Painting

Dismissive Response:

Teacher: What's the matter?

Sarah: My picture's ugly.

Teacher: Let me see Sarah. It's a beautiful picture. What's wrong with it?

Sarah: It's no good. Sophia's picture was much better.....

Teacher: Oh don't be silly, your picture is just as good as hers.

Sarah: Huh?

Teacher: Come on lets read a story together. You will be alright.

Sarah: I don't want to (she leaves the room).

Emotion Coaching Response:

Teacher: What's the matter?

Sarah: My picture's ugly.

Teacher: Let me see Sarah, it's a beautiful picture. What is wrong with it?

Sarah: It's no good. Sophia's picture was much better...

Teacher: Hummm....so you're feeling a bit disappointed that your picture isn't as good as Sally's.

Sarah: Yeah.

Teacher: It's frustrating when you try really hard and then you don't think your picture is really good. I feel sad too when I don't do as well as I would like too.

Sarah: Mmmm. But she didn't like her picture either.

Teacher: Oh, so it sounds like you were both disappointed with your pictures. Were there anything at school that you think you did okay on today?

Sarah: Yes, I was the first to clean up all the paints and Mrs. Longmire said I was very helpful and organised.

Teacher: Oh that's great.

Sarah: Yes

Teacher: Well done!

(adapted from Tuning into Kids, Havinghurst & Harley 2007)

Emotion Coaching Scripts – What would you do?

Pick one of the scenarios. Discuss what emotions may be involved (for everyone involved) and how this might make them feel and respond. The Emotion Vocabulary table offers a few ideas:

Emotion Vocabulary				
ANGER	SADNESS	FEAR	DISGUST	SURPRISE
Frustrated	Lonely	Worried	Disappointed	Confused
Mad	Hurt	Insecure	Bitter	Overwhelmed
Annoyed	Guilty	Embarrassed	Resentful	Startled
Offended	Uninterested	Rejected	Shameful	Shocked
Threatened	Inadequate	Vulnerable	Averse	Amazed

- 1) *Taylor has had a bad morning at school and has been very disruptive. This seems to be escalating. It is decided that Taylor needs to leave her lesson for a little while. Taylor says: "I don't want to be in your stupid lesson anyway".*
- 2) *Dylan comes in from the playground and says to his teacher "I hate those kids. They won't play with me. They're so mean to me."*
- 3) *A pupil who is normally polite becomes rude and defiant when asked to remove his coat in the lesson.*
- 4) *A parent comes to talk to the SENCo about her daughter's poor attendance and eating disorder - the NHS waiting list for support has been extended. The family are walking on eggshells at home with her and feel lost.*

Think about the four stages of Emotion Coaching and decide what scripts/phrases could be appropriate in each situation.

Step 1: Recognising your own and the other person's feelings and empathising with them.

What are the feeling(s) you might experience in this situation?

What are the feelings for the other person?

Step 2: Labelling the feelings and validating them

<p>Labelling:</p> <ul style="list-style-type: none"> • Use words to reflect back the person’s emotions <p>Validating with Empathy:</p> <ul style="list-style-type: none"> • Empathise with the emotion by paying attention to what you are feeling and trying to see things from the perspective of the other person • Look for physical as well as verbal signs of the emotion being felt • Affirm • Allow time to calm down. Watch for physical signs of calming 	<p>Possible sentence starters</p> <ul style="list-style-type: none"> • I wonder if you feel..... • It seems that you are..... • That sounds as though it was • That must have been scary..... • I wonder if you are feeling nervous.... <ul style="list-style-type: none"> • I’m sorry that happened to you, that must feel • How hurtful, for you • That sounds (or feels) like it is a big feeling. • I would feel if that happened to me. • It’s normal to feel about • It’s OK to feel angry about when ... happens to you • No wonder you were....., I imagine you were looking forward to... • I can see you feelwhen that happens/when I do(say).....

ONCE CALM

Step 3: Limit Setting (if needed)

Give guidance and positively explain boundaries by outlining what is acceptable behaviour

<p>Limit Setting:</p> <ul style="list-style-type: none"> • I understand that you might have not felt listened to, we need to stay safe in the classroom, we use kind hands. • Remember we try to use words to tell people when something is not right for us • When you told Amber to go away, it made it difficult for everyone to keep playing, everyone likes to play in a group. • In school, we have guidelines to follow that keep us all safe. • When it is raining we need to wear our jackets to play outside

Step 4. Problem Solving with the child or young person

Helping the C/YP to consider alternative courses of action when experiencing emotional moments. This will vary and be dependent upon the context. A possibility would be to think about problem solving as having three parts: Exploring, Sharing Ideas, Agreeing Solutions

A. Exploring

- You might talk with the C/YP's about the feelings and needs that gave rise to the problem/behaviour/situation – be specific.
- C&YP might need help to think about what they were trying to achieve with their behaviour, what did they want to stop or start?

“What were you wanting to happen?”

“How were you feeling when that happened?” or “What did it make you feel like?”

“Have you felt that way before?”

B. Sharing Ideas

- Identify alternative, more appropriate and more productive ways of expressing and/or managing feelings and behaviour/actions, through scaffolding
- Empower the C&YP to recognise feelings, behaviour and take ownership/responsibility of actions and finding ways to self-regulate in the future.

“Let's think of what you could have done instead”

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

“What about if you.....”

“Let's put some ideas on paper of what you could do if you felt in the future”

C. Agreeing Solutions

“Let's look at the list and see what we think together?”

“What ideas and suggestions do you like?”

“You could or, which one sounds good to you?”

“What ideas don't you like?”

“Let's decide what you will do next time you feel like this”

“How do you think doing..... would be more helpful for you and others?”

“What will help you to remember to do this?”

“How can you practice to ?”

Key References

Books

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Articles

Gus, L. Rose, J. & Gilbert, L (2015). Emotion Coaching: A universal strategy for supporting and promoting sustainable emotional and behavioural well-being. *Educational & Child Psychology*, 32 (1), 31.

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Rose, J., McGuire-Snieckus, R., & Gilbert, L. (2015). Emotion Coaching-a strategy for promoting behavioural self-regulation in children/young people in schools: A pilot study. *European Journal of Social and Behavioural Sciences*.

Also see our website www.emotioncoachinguk.com for a more detailed list of related references

Use of Emotion Coaching in EP work.

The use of Reflective Logs has been supportive for the development of individual practice of EC. The structure encourages conscious reflection on the conscious use of EC.

The following Reflective Logs demonstrate the variety of ways in which EPs in the UK have used Emotion Coaching in their work. Included are examples at individual C&YP levels; preschool, primary and secondary, in consultation with parents and teachers, in a meeting and as part of supervision with a colleague.

Situation (Pre-school child)	Emotions I experienced	Emotions I thought the child was feeling	What I did	What aspects of EC were used in that moment	What did the child do	Reflections
<p>O had had a difficult day. He had been sensitive and got upset easily. Parents had shared that he may be getting sick.</p> <p>When sitting down for lunch and being served his lunch, he pushed his lunch away and began to cry.</p>	<p>Frustration- he had made a big mess and another student was crying because she had gotten food on her clothes</p> <p>Anxious-not knowing what to do first, console the student that was frustrated, the student that got upset after or to clean up?</p>	<p>Disappointment</p> <p>Frustration about not getting what he wanted for lunch</p> <p>Powerless- because he could not choose what he wanted</p>	<p>I used the steps of Emotion Coaching and before doing anything, I thought about why the child was so upset. I noticed that his friend sitting next to him had a sandwich that he was looking at while he was crying.</p> <p>I said to the child "I can see you are so very upset and disappointed about what you have for lunch today. And I can tell you would rather have a sandwich like your friend. I know I would feel like that too if I saw my friend with my favourite lunch (recognizing emotion labelling and validating feeling). You would really like to eat a sandwich right now. How about we clean this up and after our lunch we can ask mommy if you can have a sandwich later?"</p> <p>He nodded and wiped his nose</p>	<p>I put the EC steps into practice – connecting with him, labelling the emotion, trying to help him self-regulate.</p>	<p>I was quite surprised to see how quickly he regulated. He nodded, wiped his nose and got some paper towels to wipe the table.</p> <p>He ate some lunch and told parents he would like a sandwich after school when he saw them.</p>	<p>I was quite worried it would go out of control and worse quickly since there was not way I could resolve his problem. I was quite surprised how quickly he calmed down and continued his meal.</p>

			and got some paper towels to wipe the table. He ate some lunch and told parents he would like a sandwich after school when he saw them.			
Situation (Primary pupil)	Emotions I experienced	Emotions I thought the child was feeling	What I did	What aspects of EC were used in that moment	What did the child do	Reflections
<p>A Year 4 boy in class. I was observing him and sat next to him to say hello, with the intention of speaking to him about his work.</p> <p>After I said hello he moved as far away from me as possible, while remaining seated. His head almost touched the floor.</p>	<p>Panicked.</p> <p>Felt like I wanted to move away.</p>	<p>Scared.</p> <p>Anxious.</p> <p>Worried about speaking to a stranger.</p> <p>Possibly embarrassed about the difficulties he experienced in class.</p>	<p>I used the steps of EC.</p> <p>I paused and considered why the child was doing this. I reflected that they were not being silly or obstructive but that they did not want to speak to a stranger since they appeared to feel worried or even scared.</p> <p>I said to the child "I can see you're pulling your body as far away from me as possible and I'm wondering if you are worried about speaking to someone you don't know? (Label) I know I would feel like that too if I was asked to speak to someone new (validation). I know when I meet new people I sometimes feel a funny</p>	<p>Considering my emotions and how the child might be feeling before I spoke.</p> <p>Then I used the EC steps, alongside providing attunement and connection by expressing a desire not to make the child uncomfortable, while also maintaining concern for how the child was feeling.</p> <p>Expressing that I</p>	<p>After one minute and I went to stand he grabbed my hand.</p>	<p>I reflected on my need to manage my own emotions and avoid 'selling' myself and the work to children to try and convince them to work with me, but instead meet the child where they are and support them from that emotional place.</p> <p>Using silence and time to think about what the child was really feeling before acting. This gave me time to collect my thoughts and remember what aspects of EC I could use in that moment.</p>

			feeling in my tummy (normalise). I don't want to make you feel upset or worried so I'll tell you what, I will sit here for one more minute. Then after that minute I will get up and go to the back of the room. If you don't want me to go then just let me know by saying "wait" or grabbing my hand."	could see the child's behaviours and I did not discount these forms of communication, but responded to them.		
Situation (Secondary pupil)	Emotions I experienced	Emotions I thought the child was feeling	What I did	What aspects of EC were used in that moment	What did the child do	Reflections
<p><u>13 year old boy – Nathan:</u> I was asked to provide the psychological advice for Nathan's EHC assessment.</p> <p>I had first met Nathan many months previously when he was at risk of exclusion at his mainstream</p>	<p>Anxious that Nathan would not want to engage this time, as he did not the last time.</p> <p>Worried that Nathan would associate me with his previous school and not engage</p> <p>Determined to use emotion coaching to help</p>	<p>Confused about who I was and why he had been brought to see me.</p> <p>Worried about why I was there and what I would make him do.</p>	<p>I knew from my previous visit that Nathan enjoyed doing jigsaw puzzles and that this would often calm him. I recognised that Nathan may have felt unsettled by my presence for some time and so I was eager to help him feel calm through doing a jigsaw. I invited him to do a Spiderman jigsaw and he seemed eager.</p> <p>As he started the puzzles, I started by empathising with him, labelling his emotions and validating them. I said: <i>"I know you might be feeling a little confused as to why I'm</i></p>	<p>Checked in with the moment and my own feelings</p> <p>I noticed how Nathan felt, labelled, normalised and validated these feelings</p> <p>Empathised with him</p>	<p>In contrast to the last time I met Nathan, he fully engaged with me for an hour and opened up about his past experiences. He spoke about how he felt let down by everybody. He was able to very clearly talk to me about what he wants for his education and could tell me a bit about the sort of</p>	<p>In comparison to the first time I met Nathan, I believe this time, he felt safer and more able to talk about his true views. There was no bravado as there had been before. I believe emotion coaching helped him to feel listened to and feel that I was really there to help him and advocate for him. I believe he did not feel judged and so felt that he could be really honest about the way things were for</p>

<p>school and he had not engage with me. On that occasion, I do not feel I did enough to help him feel calm and safe. I had not used emotion coaching then.</p> <p>Nathan then started to attend an alternative provision. On this visit, I met with Nathan 1:1 after observing him in a lesson where I believe he recognised me and communicated his agitation by displaying low-level behaviours (e.g. flicking</p>	<p>Nathan feel safe and to ensure his true views could be captured, to help write a truly person-centred advice</p>		<p><i>here and maybe worried about what I'm going to ask you to do. I get that and it makes sense for you to feel that way.</i>" I went on to explain how as part of the EHC assessment, I was eager to gather his views and preferences about the future and make sure those views were taking into account when decisions were made. Nathan was a looked after child who had moved foster placements and school placements several times. He often did not want to move and felt helpless, feeling that decisions were made for him and he had no control.</p>		<p>future he wants as well.</p>	<p>him. He was able to share with me, the way he wanted things to be different and the openness enabled me to communicate his views very clearly and in depth, in my advice.</p>
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pens). When meeting with me, he sat back in his chair and looked around the room rather than at me.						
Situation (with teacher)	Emotions I experienced	Emotions I thought the adult was feeling	What I did	What aspects of EC were used in that moment	What did the adult do	Reflections
Virtual consultation. I was asked to provide consultation support to a teacher (Eddie) who was dealing with a complex situation. The child in her class was voluntarily taken into care and a large number of	Sadness that a caring and thoughtful class teacher could experience such pressure in her professional life and question her role. Concern that she felt ok after breaking down during the consultation. Frustration that a caring and compassionate teacher should have her	The teacher told me that she felt grateful for the opportunity to discuss the challenging case She looked like she experienced shame that she broke down during the conversation "sorry, sorry, this is so	Emotion coaching with the teacher to support their emotional regulation and problem solving	Stage 1 recognising the teachers' emotions and empathising with them "I can see how much you care about this child and your sense of frustration with the complexity of the situation" Stage 2 Labelling the feelings and validating them <i>When you told me that you feel that mum's response may come from a place of guilt and</i>	Although clearly distressed and upset Eddie thanked me for the conversation. She calmed towards the end of the consultation and told me she was pleased with the plan of action and the support offered	EC fits perfectly with our model of service delivery which is collaborative, and strength based. Explicitly acknowledging and empathising with her strong emotions felt honest, supportive and powerful.

<p>professionals involved. The child's mother has a history of making complaints about professionals and is challenging and hostile in her interactions with the teacher. The head teacher asked for support for the teacher in an emotionally challenging situation. During the consultation the teacher become visibly distressed</p>	<p>professional judgement belittled</p>	<p>unprofessional ” Despite initially presenting the difficulties calmly she clearly felt huge frustration that the issues surrounding the child complicated her professional responsibilities and she told me of her fear of losing track of the needs of the child</p>		<p><i>shame, I have huge respect for you to be able to empathise with mum's situation</i> Stage 3 Boundary setting. Mum was requesting EP involvement and I clarified that my involvement was determined by school staff as we are a “Support to schools” service and negotiated through mutually agreed channels Stage 4 Problem solving. The teacher clarified that she would welcome EP support and we talked about what would be helpful. Ellie requested a classroom observation and engagement with future multi-agency meeting. I agreed to speak</p>		
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Situation (with parents)	Emotions I experienced	Emotions I thought the child adult was feeling	What I did	What aspects of EC were used in that moment	What did the child adult do	Reflections
<p>Consultation with parents. Parents are married but had a very fractured relationship. I was referred to work with their son who was exhibiting violent behaviours at home. The dad was insistent on bringing the pupil into the consultation. And insisted on this throughout the consultation despite already being told by the</p>	<p>I felt frustrated as I was not being listened to. The parents also spent a lot of time arguing in my presence which was difficult to manage</p>	<p>Fear around being referred to the EP and what that might mean for his son</p> <p>Feelings of guilt as the father had raised the need for referral</p>	<p>I initially thought that clearly explaining my role would help the father to understand that the child would be fine, the process is not scary and that the consultation was an opportunity for the adults to discuss the child freely.</p> <p>However, as he kept bringing it up, I decided to use emotion coaching. I pointed out that I felt he was feeling quite uneasy about talking about the child's needs and his upcoming individual assessment with me. I checked this out with him and then he added that this was the case, plus he always like to be transparent with his son and felt that they were being "underhanded" although the had already explained that he'd be seeing a psychologist in school.</p> <p>I received and validated his</p>	<p>with mum before doing this</p> <p>Recognising this father's feelings and empathising with him</p> <p>Validating his feelings and labelling them</p> <p>Setting limits</p> <p>Problem solving with the adult</p>	<p>This helped the father to focus fully on the consultation and meant that he stopped trying to bring up inviting the child into the meeting.</p>	<p>Using EC in this situation was really effective. Without this, the father may not have felt heard and the consultation may not have been as useful as it turned out to be.</p> <p>It highlighted that this approach can be used in the moment, with both children and adults, when appropriate</p>

receptionist and his wife that this was not appropriate			<p>feelings and told him that it can be a daunting process for parents but that children often really like coming out of class and talking/drawing with a friendly adult.</p> <p>I set limits by reiterating that it was not appropriate to have the child in a consultation where adults were talking about him as it could be damaging, unethical and they are also more likely to edit what that say around him. We did however reach a compromise that felt okay to the father; bringing the pupil in at the end of the consultation so that the dad could introduce me to the child and reiterate that this process is open and “not underhanded”</p>			
Situation (In a meeting)	Emotions I experienced	Emotions I thought the adult was feeling	What I did	What aspects of EC were used in that moment	What did the adult do	Reflections
Recognising in the middle of a Circle of Adults that the teacher who is most involved	Concern Recognition of secondary trauma and the fact that if I	Being overwhelmed Tending to become defensive	I asked how does it feel to be with X? (I give a brief explanation at the beginning of the session on Projection and Transference to normalise the experience of my asking	Awareness of Poly-vagal theory and recognition of teacher stress level, moving towards	Z was able to connect and was open to this discussion. However, I remained	I was very aware that a lot of the support of X and daily management was resting on this HOY who had also missed the Attachment / Trauma /

<p>in supporting X is struggling with some of the emotions X elicits in her.</p> <p>X has trauma history and is a LAC.</p>	<p>can't contain the teacher's Z emotion it will be difficult for her to support X</p>	<p>Tending to move towards more behaviourist approaches</p>	<p>about adult emotion)</p> <p>Time was spent during the C of A normalising this experience, explaining when I have had this experience and the fact that this is human.</p> <p>I also explained secondary trauma to further normalise the experience.</p> <p>The emotion was one of worry in case she is getting it wrong – labelling the emotion.</p> <p>No limit setting needed but helping to normalise the experience and help Z to make sense of the experience and what is happening was important.</p>	<p>sympathetic system and possibly a defensive stance involving rejection.</p> <p>Downstairs brain (Siegal) very active, need to bring upstairs brain more on line by providing connection, normalisation and meaning for what is happening.</p>	<p>concerned.</p>	<p>emotion coaching training sessions.</p> <p>I offered to meet with the team after this event to have a multi-agency meeting and to ensure more emotional containment / tools, particularly emotion coaching for X.</p>
<p>Situation (EP supervision with colleague)</p>	<p>Emotions I experienced</p>	<p>Emotions I thought the adult was feeling</p>	<p>What I did</p>	<p>What aspects of EC were used in that moment</p>	<p>What did the adult do</p>	<p>Reflections</p>
<p>Professional Supervision with a colleague. When she was sharing</p>	<p>Sympathy</p> <p>Compassion</p> <p>Frustration (that she was so</p>	<p>Anxiety</p> <p>Self-doubt</p> <p>Overwhelmed</p>	<p>Listened empathetically to her concerns and reflected back some of the phrases she used. I co-regulated her breathing to help her to feel calm.</p>	<p>Listening and giving a 'safe space' to allow her to express her emotions.</p>	<p>The colleague opened up about her feelings about her work and abilities, which she felt had arisen</p>	<p>I was not sure if this was an approach which could be used within professional supervision and was surprised how well it worked.</p>

<p>information about a case, she started to share her anxieties about her performance and impact for the child</p>	<p>critical of her skills when she is good at her role)</p>	<p>Uncertainty</p>	<p>After she was calmer, I began to suggest some of the emotions she seemed to be expressing for her to confirm or reject based on using her words she had shared.</p> <p>Following talking about the emotions, I posed the question 'what would help you to feel more positive about your abilities?' I suggested we could form a plan based on her suggestions</p>	<p>Co-regulating her breathing to be able to continue the session with her feeling in control. Being aware of mirror neurons for this.</p> <p>Reflecting back her emotions and views to allow her to 'hear' her words.</p> <p>Helping her to problem-solve what things she feels would help her, as well as supporting any aspects which she identifies I can help her with.</p>	<p>due to the case she was working on.</p> <p>She was able to hear her words reflected and extend her thoughts about them by using her words.</p> <p>She formed a plan of what she felt would help her to feel more confident.</p>	<p>It helped to build a framework for me to help other's express their feelings and to help them to make their own plans, which can be supported by others.</p>
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