



Emotion Coaching

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Aims of the session



To look at how emotional awareness and regulation develops



To understand what Emotion Coaching is



To explore why and when Emotion Coaching might be helpful



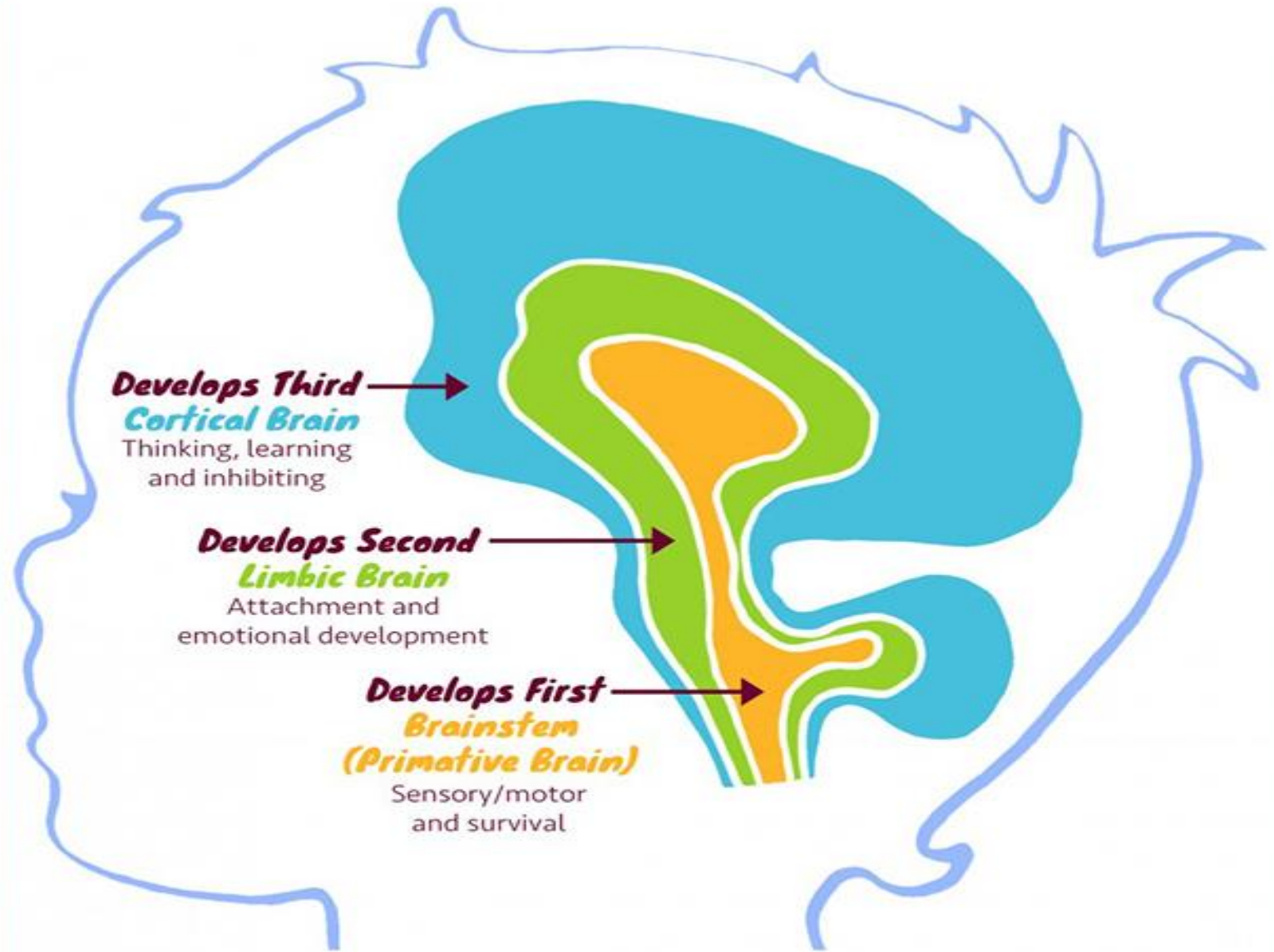
To know the Emotion Coaching steps so that you can use them at home

Emotions

1. Big emotions are normal and natural.
2. Children can't always tell us, so they show us.
3. Children are born with different temperaments.
4. They need our help to manage their emotions.



Child Development



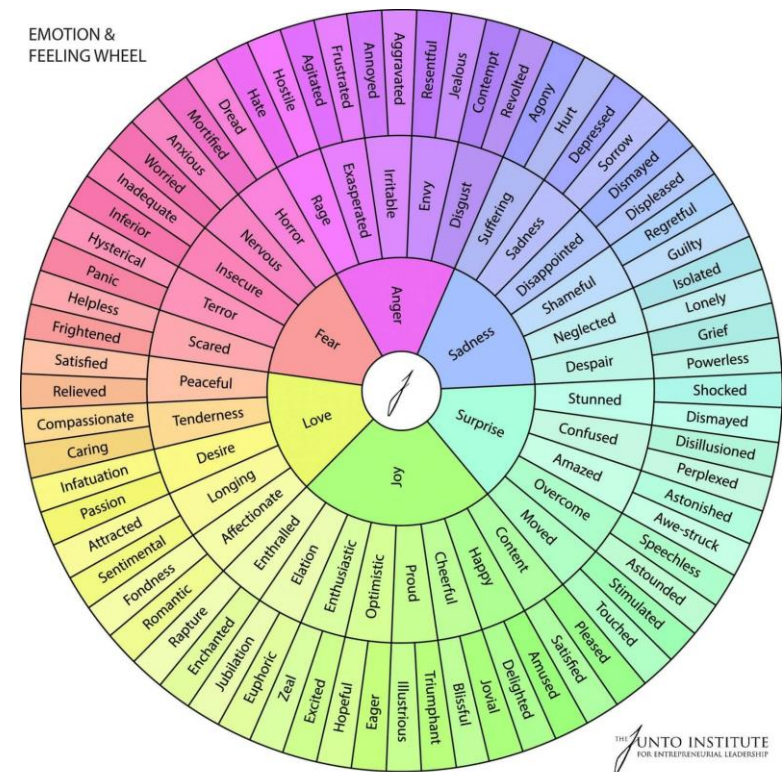
Children's brains develop
from the bottom up.





All behaviour is communication

Behaviour	Emotions below the surface
Refusing to do their homework	Worried, inadequate, shame, bored
Hitting a sibling	Insecure, envious, frustrated
Shouting at a parent	Frustration, powerlessness, helpless
Telling a lie	Embarrassment, shame, guilt





Gottmann (1997)

‘Much of today’s popular advice ignores the world of emotions. Instead, it relies on child-rearing theories that address the children’s behaviour, but disregard the feelings that underlie that behaviour.’

Gottmann (1997)

'Negative feelings dissipate when children can talk about their emotions, label them and feel understood'

'Children need to understand that their feelings are not the problem, their behaviour is'

What is
Emotion
Coaching?

Emotion Coaching
involves recognising,
understanding, labelling
and validating emotions
as they happen.

Emotional Styles

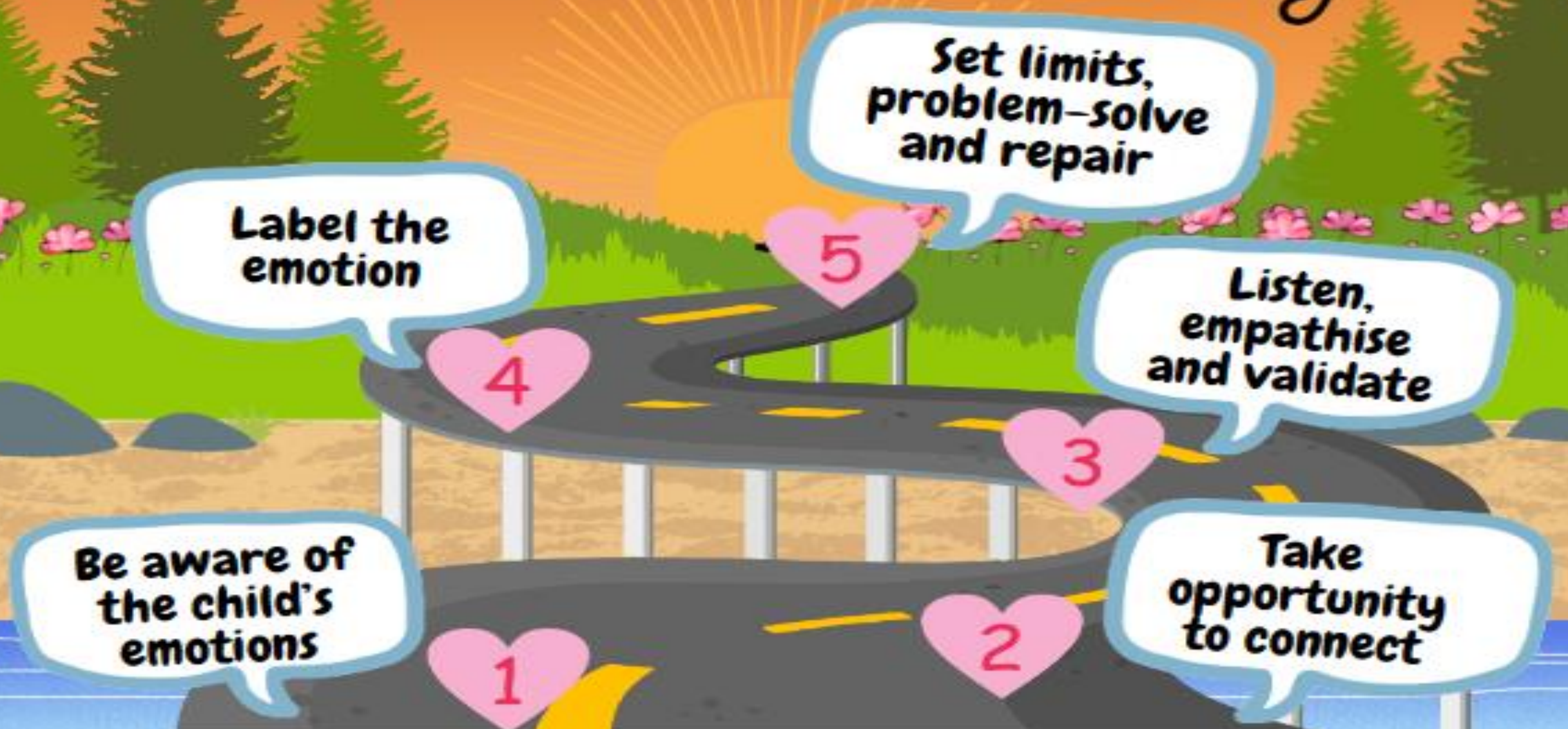
DISMISSIVE	DISAPPROVING	LAISSEZ-FAIRE	EMOTION COACHING
<ul style="list-style-type: none">- Want to relieve the uncomfortable emotion- Ignores- 'You're just tired'- 'Calm down'- 'You're okay'- Distracts- Treats their feelings as trivial or irrational- Relies on passage of time to heal	<ul style="list-style-type: none">- Judges, criticises the child's emotions- May punish child for big emotions	<ul style="list-style-type: none">- Freely accepts emotions- No limit setting or problem-solving- 'Ride it out'	<ul style="list-style-type: none">- Can tolerate and accept big emotions- Sees emotions as an opportunity to connect and teach- Listens and empathises- Helps to problem-solve

Emotional Styles










Emotion Coaching High empathy High guidance	Laissez-Faire High empathy Low guidance
Emotion Disapproving Low empathy High guidance	Emotion Dismissive Low empathy Low guidance



Emotion Coaching



1. Being aware of the child's emotion

 SCARED	 HAPPY	 SAD
 ANGRY	 EXCITED	 WORRIED
 SURPRISED	 SILLY	 FRUSTRATED



Think of the last
time that you felt
really angry...

When we are
angry

ANGER ICEBERG

ANGRY

Emotions
under the
surface.

Worried Annoyed Hurt
Sad FRUSTRATED
OFFENDED ANXIOUS Alone
Guilt Grief DISRESPECTED SHAME
Insecure Uncomfortable HELPLESS
REGRET
Trapped TRICKED DISAPPOINTED
Pressured Other feelings

Most of the emotions are hidden.

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2. Taking the opportunity to connect

**I AM A
LIGHTHOUSE
RATHER THAN
A LIFEBOAT.
I DO NOT
RESCUE,
BUT INSTEAD
HELP OTHERS TO
FIND THEIR WAY
TO SHORE.**



3. Listen, Empathise and validate

When you are upset about something;

- Who do you talk to?
- What do you want from that person?
- What do people sometimes do that is unhelpful?



‘Proposing solutions before
empathising is like trying to
build the frame of a house
before you lay a firm
foundation’

(Gottmann)



3. Listen, Empathise, and validate

- Recognise all emotions as natural and normal
- Try to be non-judgemental and calm
- Empathise to calm down the emotional response
- Provide simple language to coach them.

4. Label the emotion

- 'I see'.....or 'I notice' ...
- 'I hear...'
- 'Are you feeling...?'
- 'I'm wondering if you feel...'
- 'I imagine that feels...'
- 'Tell me about that...'
- 'Are you saying that...'
- 'It sounds to me like you feel _____ because _____. Is that right?'
- 'How does that make you feel?'

Examples

‘I can see that you feel **frustrated** when that happens. I feel that way too when I feel that something is unfair. It’s normal to feel **frustrated** sometimes’

‘I’ve noticed that you get **angry** when I mention doing your spelling homework. I’m wondering if it’s because they are hard and you feel **worried** about making mistakes?’

5. Setting limits (if needed)

- **Have clear boundaries, but help them to keep their self-dignity.**
- ‘It’s okay to feel _____, but it’s never okay to _____’
- ‘These are the rules that we have to follow, doing that is not okay’
- ‘Even when we are annoyed we can’t behave like that because it’s not safe’.

5. Problem-solving

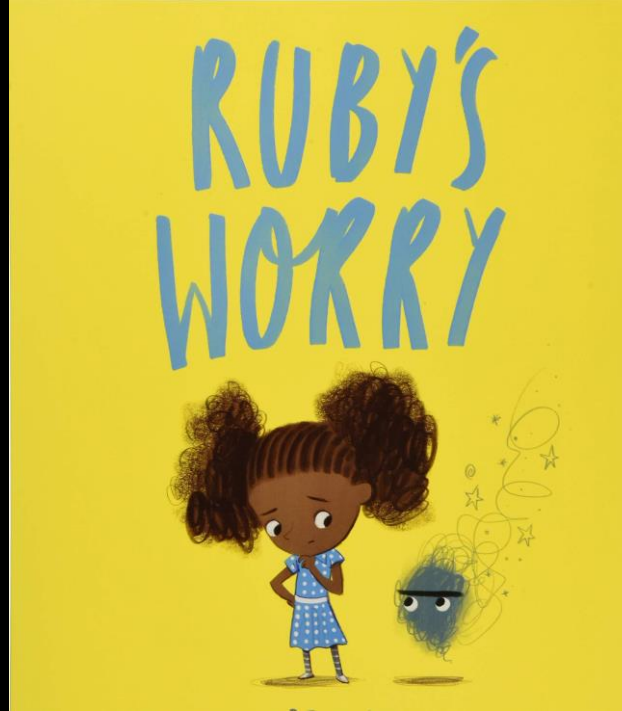
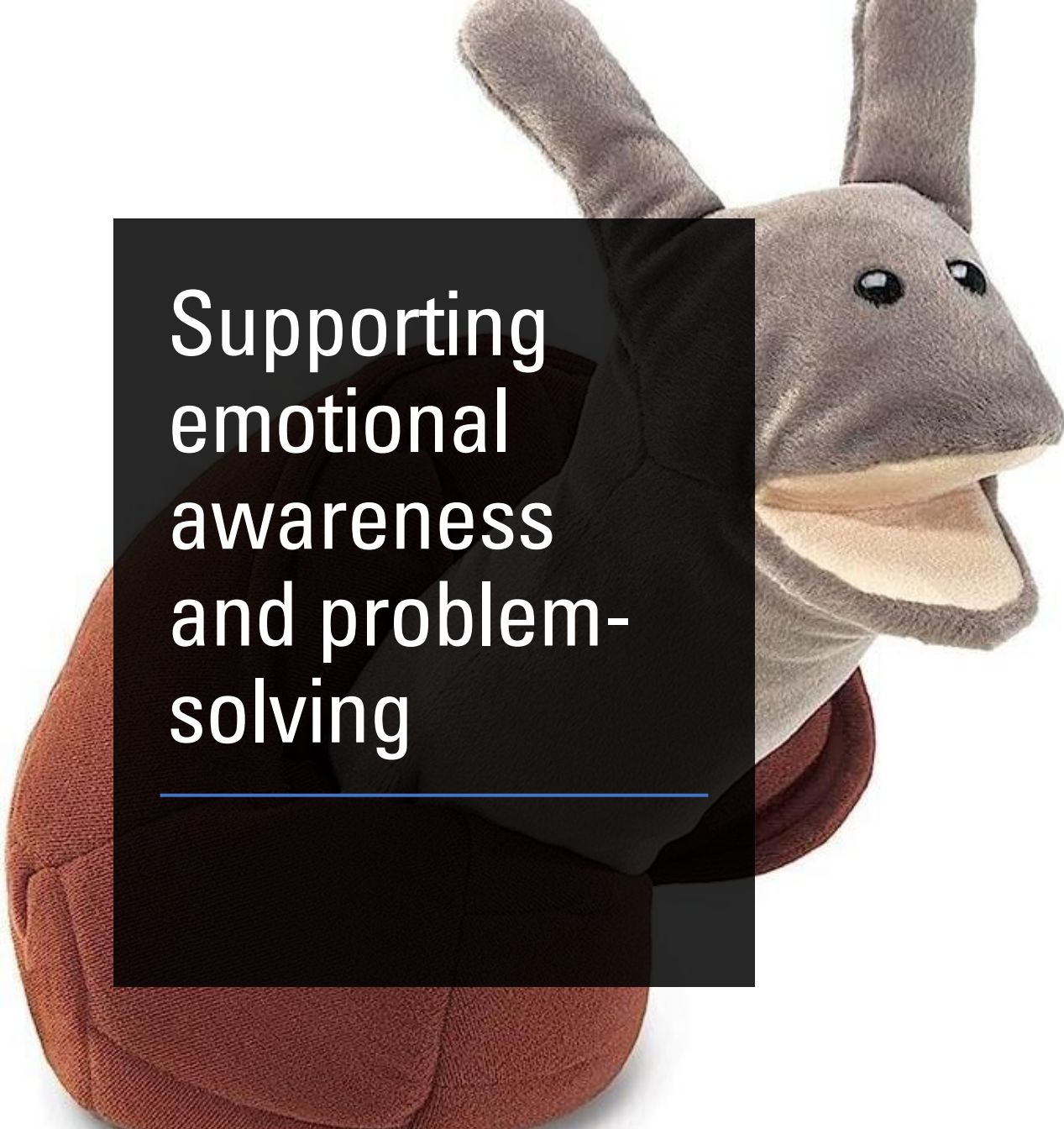
When the child is in a calm, relaxed, rational state:

- Explore the feelings that gave rise to the behaviour/ incident/ event.
- Explore alternative ideas behaviours.
- Empower the child to believe they can overcome the behaviour and manage their feelings.
- Help them to repair relationships.

Problem-solving

- ‘Tell me what happened to make you feel this way?’
- ‘What can you do to solve this problem?’
- ‘What could you do differently next time you feel this way?’
- ‘Is there anyone that could help you with this?’
- ‘Let’s take a look at some different choices...’
- ‘When have you felt like this before? What did you do?’

Supporting
emotional
awareness
and problem-
solving



Happy Self Journal



Impact of Emotion Coaching

Better able to calm and regulate functions within their brain and body, and develop a more effective stress response system

Achieve more academically in school

More popular with their peers

Have fewer behavioural problems

Experience fewer infectious illnesses,

Are more emotionally stable and resilient

(Gottman et al., 1996).

Further Reading

