

Positive behaviour management
parent workshop
Part 1: Emotion Coaching

Dr Alicia Crane
Educational Psychologist



**achieving
for children**

Aims

- **To give a brief overview of emotion coaching.**
- **To practise using emotion coaching.**

Why?

- These are the approaches that adults in school have been trained to use with your children.
- Consistency between different adults helps children to know what to expect, which helps them feel safe.
- These approaches are well researched by psychologists and are known to be effective in supporting children's social and emotional development, and emotional well-being.

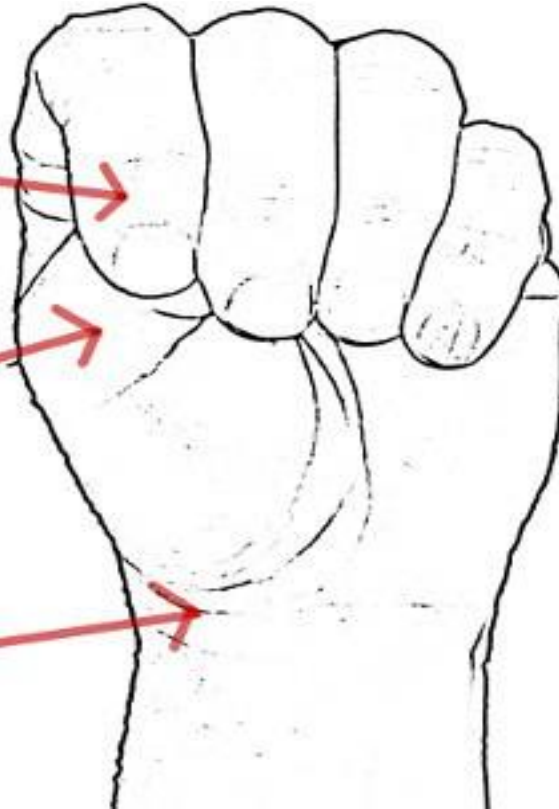
**What is emotion coaching and why
does it work?**

Dan Siegel – “flipping the lid”

FINGERS
Front cortex
Human brain

THUMB
Limbic system
Mammal brain

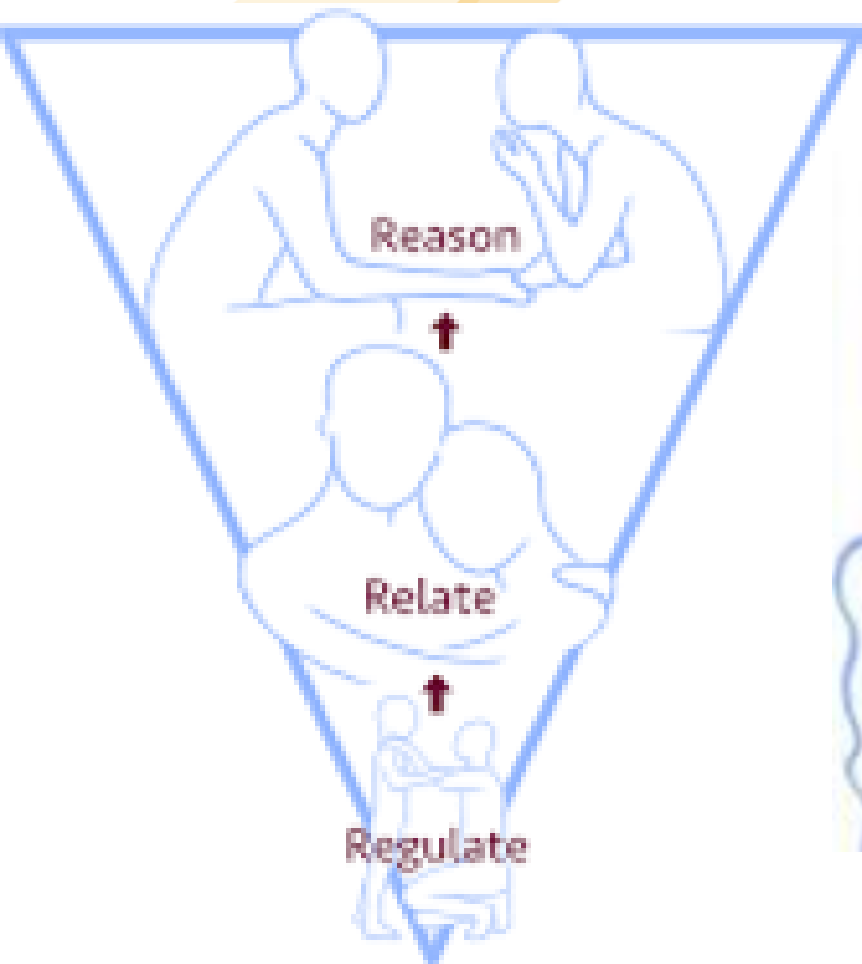
WRIST
Brain stem
Lizard brain





Attachment Aware
Schools Award

The bottom up brain and the three R's of relational responses



The brain develops from the bottom up, starting with the brainstem, our primitive brain responsible for our survival responses, through to the limbic brain, responsible for our attachment and emotional brain, ending with the cortical brain, responsible for our rational thought, reasoning and language.



Recap: The three R's of relational responses

1. Regulate (them and you)

Calm the flight, flight, freeze response

2. Relate

Connect through attuned, sensitive, relationships.

Empathise and validate feelings so they feel seen, heard and understood.

3. Reason

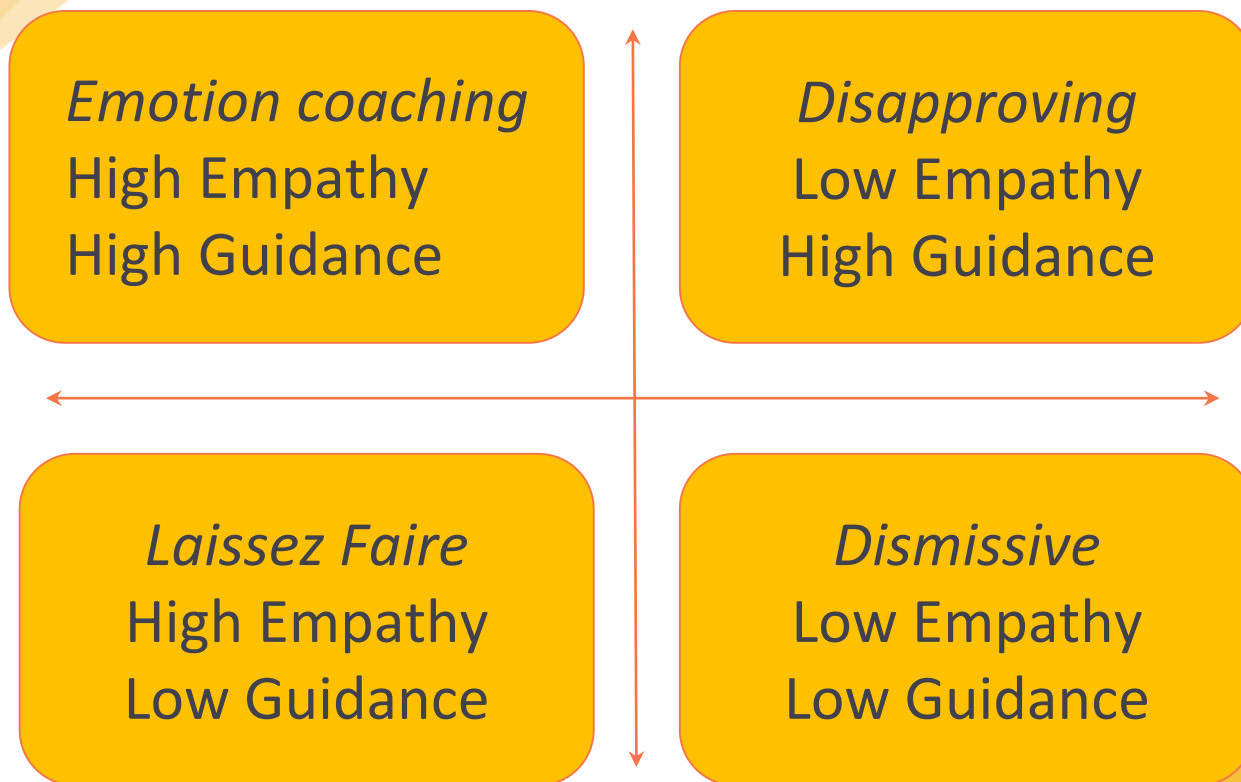
Now they are calm and connected, they may be able to engage in reason and learning

[The Three Rs poster](#)



How do we respond to children's behaviour?

High guidance (behaviour)



High empathy
(for emotions)

Low empathy
(for emotions)

Low guidance (for behaviour)



Meta-emotion philosophy (feelings about feelings....)

- The beliefs we hold about emotions and their expression
- A person's meta-emotion philosophy is often the result of early experiences with emotions in their family of origin as well as further experiences throughout life.
- A person's meta-emotion philosophy will influence how they react and respond to emotions in others



Brene Brown video on Empathy





Emotion Coaching – 4 steps

Connect

- Tune in to the child's feelings and your own

Acknowledge

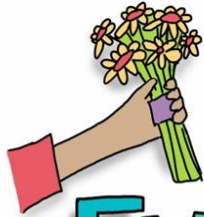
- Validate the feeling and label them. Name it, to tame it!

Limits (if necessary)

- Remind the child of acceptable/unacceptable behaviours

Make a Plan

- Problem solving and finding solutions!



GOOD MORNING!



HELLO

EVERY INTERACTION



IS AN



INTERVENTION

DR KAREN TREISMAN 2017



THANK YOU!

Using emotion coaching

Emotion coaching with younger children



Practice Task

In pairs:

Read the vignette.

One person take on the role of the upset person and one the emotion coach/parent.

Use the prompt sheet to help you with what to say if you are stuck.

Reflect on how it felt as the upset person and how it felt as the emotion coach. Was there anything missing that you felt you needed?

Swap roles.

Vignette 1

Scenario: Your child does not want to do homework/reading. When you ask them, they have a tantrum, shouting “no” and crying. It takes a long time to calm them down.

Connect - try to imagine what the child was thinking and feeling.

Maybe the work is too hard for them and they are frustrated.

Acknowledge - say something to show empathy and validate their feelings.

“It’s okay to feel frustrated, I would too if I was finding it very difficult”

Limits - let them know if something they did was not okay.

“It’s not okay to shout at me and avoid the task”

Make a plan - teach them what they should do to manage their feelings or the scenario better.

“Let’s take a deep breath and try to do a little bit. We can write a note to your teacher to explain it was too much today.”

Vignette 2

Scenario: Your child wants to play with a toy that their playdate is using. They take the toy from the other child. Their friend is crying.

Connect - try to imagine what the child was thinking and feeling.

Maybe they didn't know how to ask for the toy or they felt worried because the toy is special to them.

Acknowledge - say something to show empathy and validate their feelings.

"It's okay, you were upset because you wanted the toy"

Limits - let them know if something they did was not okay.

"It's not okay to take it"

Make a plan - teach them what they should do to manage their feelings or the scenario better.

"Next time, say: my turn please, and wait for your friend to give it to you. If they don't let you have a turn, come and tell me".

Vignette 3

Scenario: Your child does not want to go to bed. They are very excited that a family friend has come to visit. They appear at the door and want to ask lots of questions in a playful way.

Connect - try to imagine what the child was thinking and feeling.

Maybe they need some attention and want to connect with the family friend.

Acknowledge - say something to show empathy and validate their feelings.

“You’re so excited, it’s fun when someone is here at bedtime. I would want to join in too.”

Limits - let them know if something they did was not okay.

“But it’s bedtime now”

Make a plan - teach them what they should do to manage their feelings or the scenario better.

“Would you like to say goodnight and to show our friend where you will be sleeping?”

Vignette 4

Scenario: You are on the phone to a friend who is very upset. Your child is calling your name from the other room. They cannot find their favourite toy.

Connect - try to imagine what the child was thinking and feeling.

They don't understand that you are on the phone and how important the call is, they feel frustrated and ignored.

Acknowledge - say something to show empathy and validate their feelings.

"You're frustrated. It's okay, I would be too if I felt stuck and wasn't getting help"

Limits - let them know if something they did was not okay.

"It's not okay to shout from the other room"

Make a plan - teach them what they should do to manage their feelings or the scenario better.

"Next time, look for me and if I'm on the phone please give me some time and I will find you as soon as I've finished to help you."

Reflect

How did it feel to be emotion coached?

How did it feel to be an emotion coach?

What other ways could the coach have responded? Think of the dismissive, laissez faire, and disapproving styles.

Extension private reflection:

What approach have you experienced when other people respond to your emotions and behaviour (you do not have to share this with your partner)

How has this influenced the style you are most likely to take when you are in a difficult situations

Next Steps

What will you do next?

In the next 24 hours?

In the next week?

What is the take home message from this workshop?

How will you begin to implement these ideas?

What will help you to remember?

Who else needs to know about this?

Can you foresee any challenges, and how might you overcome them?

Questions?

**Please complete the
evaluation form.**



**achieving
for children**