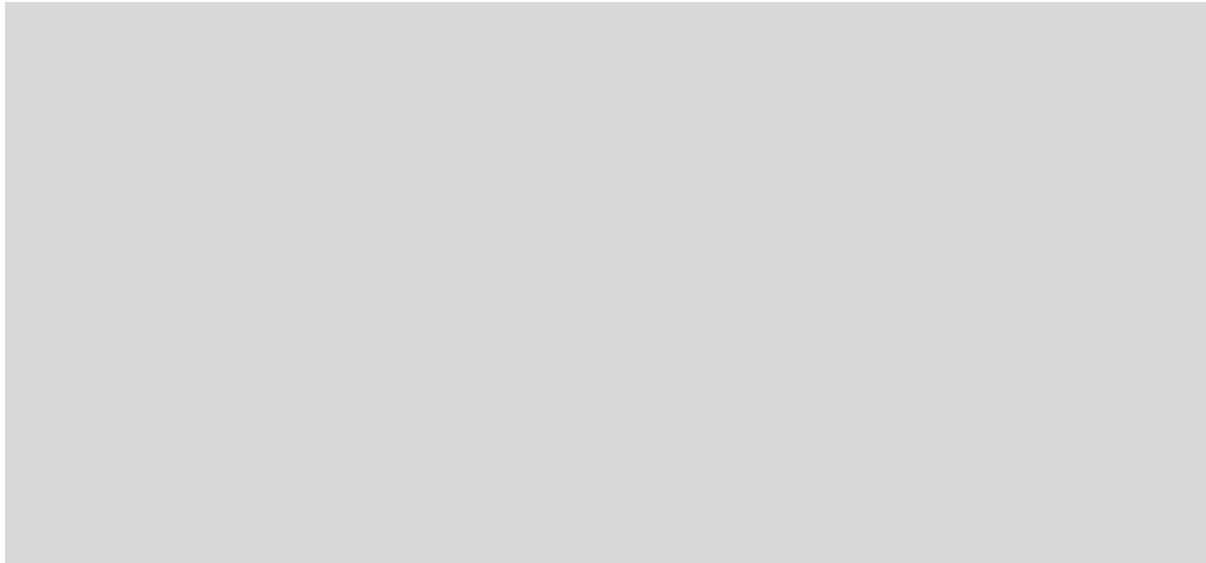https://vimeo.com/1093738916/c8e61c0bb5

Emotion coaching: identifying styles of responses

For each scenario decide which of the four response styles: Laissez faire (LF), Dismissing (DM), Disapproving (DP), or Emotion coaching (EC) best describes this response. A response may fit more than one style.

Scenario 1 - Child or young person angry over not being able to go to swimming

	LF	DM	DP	EC
a. Get cross with the child for the bad behaviour				
b. Tell the child they will have to miss the next swimming session due to the bad behaviour				
c. Help the child to think about what they can do about the problem				
d. Tell the child not to make a big deal out of missing swimming				
e. Validate the child's expression of anger and frustration				
f. Soothe the child and suggest an alternative fun activity				

Scenario 2 - Upset child or young person who has not done homework and reacts with tears

	LF	DM	DP	EC
a. Reprimand the child for being careless and tell them to stop crying as this won't help the problem				
b. Tell child it's not a big deal, that they are over-reacting as they can do it another day				
c. Talk with the child about what happened and what can be done about it				
d. Ignore the crying and tell them they can do it another day				
e. Tell the child it's all right to cry and reassure them				
f. Tell the child that this behaviour is not acceptable and they will need to do extra homework				

Scenario 3 - Anxious, tearful child afraid of an injection

	LF	DM	DP	EC
a. Comfort the child and reassure them				
b. Encourage the child to talk about their fears				
c. Tell the child that you know how they feel – you're terrified of injections				
d. Ignore the crying and tell them its no big deal and will be over quickly				
e. Distract the child by promising them a special reward if they are brave				
f. Tell the child that being scared is silly and that they are holding up the queue				

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Scenario 4 - Child involved in a project group activity makes a mistake and stops participating

	LF	DM	DP	EC
a. Get cross with the child for not concentrating properly and tell them to get on with the work				
b. Make light of the mistake and let them try again				
c. Take the child aside and talk about how they are feeling				
d. Ignore the child and focus on other people in the group				
e. Tell the child it doesn't matter and they don't have to do the activity				
f. Talk to the child about what they can do next time they make a mistake				

Scenario 5 - Child or young person taking part in a play who freezes and won't perform

	LF	DM	DP	EC
a. Tell the child it's normal to feel nervous				
b. Tell the child they will let the whole group down if they don't perform				
c. Take the child aside and talk about how they are feeling				
d. Tell the child how much fun they will have once they are doing it				
e. Talk to the child about things they can do to feel less nervous				
f. Soothe the child and try and make them feel better				

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EMOTION COACHING SENTENCE STARTERS

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Step 1: (Dysregulated - needing co-regulation)
- I wonder if you feel…
- That sounds as though it was…..when that happens/when I do (say)
- I'm guessing you might feel
- I wonder whether that might have been ….(scary, upsetting, frightening)
- That sounds like a big feeling.
- I might feel….if that happened to me
- I think It's normal to feel….about….
- I think It's ok to feel angry about…when….happens to you

Step 2: (Calm - needing co-learning)
- We need to keep everyone safe, so we walk in the corridors
- We need to focus on our learning, so we keep our phones switched off
- We show respect to everyone, so we refrain from language which causes offence
- We need to look after the school buildings, so we don't chew gum

Step 3: (Curious - needing exploration)
EXPLORE (Feelings)
- What did you want to happen?
- What did you feel like when that happened?
- Have you felt like that before?
- SCAFFOLD
- Let's think about what you could have done instead
- Can you think of another way to explain how you feel?
- Would it work if you…?
- EMPOWER
- What might help if you were I this situation again?
- What have you done on your best days which might help with this?
- What will help you to remember to do this?

Dismissing	Disapproving
❑Child's feelings disregarded/minimised ❑Focus on more on how to get over emotion rather than the meaning of the emotion ❑Shows little interest in what child is trying to communicate ❑Believes child is not well adjusted ❑Does not problem solve with the child – believes most problems resolve over time	❑Criticises emotional expressions ❑Emphasises conformity to good standards of behaviour ❑Disciplines child for emotional expressions ❑Believes child uses negative emotions to manipulate ❑Believes expressions of negative emotions should be time limited
Laissez-faire	**Emotion coaching**
❑Freely accepts all emotional expressions ❑Offers little comfort ❑Offers little guidance on behaviour ❑Does not set limits ❑Does not teach problem solving methods	❑Sees negative emotions as learning opportunity for child ❑Listens to child and empathises ❑Helps child label emotions ❑Sets limits on emotional expressions ❑Teaches problem solving skills