



Building Resilience With Emotion Coaching



Emotion Coaching

- Aims to teach children **strategies to deal with the natural emotions** we all experience in life
- Children learn that **it is ok to display emotions**, particularly negative emotions such as fear, sadness and anger, and that these emotions aren't ignored by adults
- Moments of intense negative emotion are viewed as **opportunities** for the adult to teach the child **effective coping strategies** which help develop a stronger relationship between the adult and child.
- **'Emotional intelligence'** is developed in the child.
- Children who are 'emotion coached' learn to trust their feelings, **regulate their own emotions** and solve problems.



Emotion Coaching

Anticipated outcomes for 'emotion coached' children (Based on Gottman's research):

- Perform better academically
- Have fewer behavioural problems
- Have fewer infectious illnesses
- Are more emotionally stable
- Are more resilient
- Can focus attention and motivate themselves

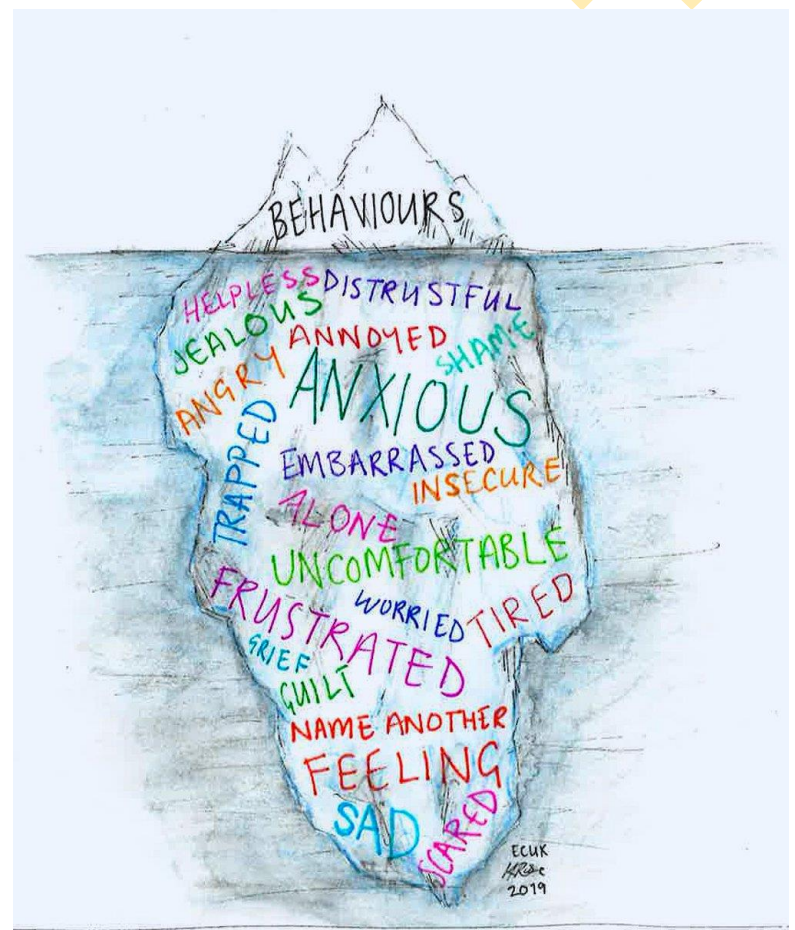


What you See...

@Mollys_adhd_mayhem



What you DON'T See:



Empathy



Brene Brown

<https://youtu.be/1Evwgu369Jw>



Supporting Emotional Regulation

We sometimes try to fix a child's big emotions by:

- Offering **advice**
- Asking a child **why** they did or said what they did
- Telling a child **not to worry**
- Talking only about **ourselves**
- Jumping straight into **problem solving**
- Taking the side of the other person instead of listening to the child's perspective
- Offering **distractions**

Can you think of a time when someone responded to you like this when you had a problem, how did it feel?



How does 'Sadness' get it right?



<https://youtu.be/kdhjztWMnVw>

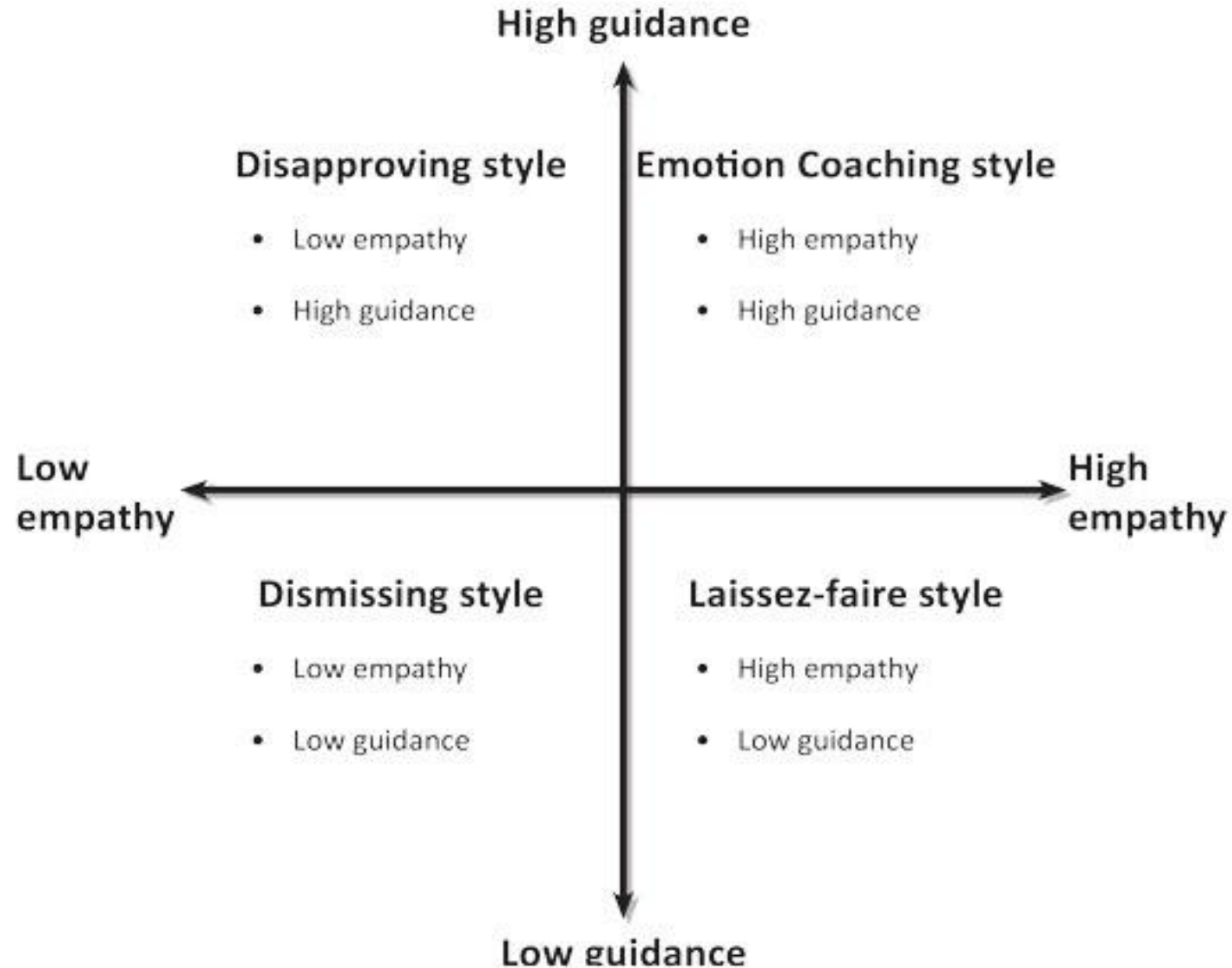
AN EXAMPLE OF USING PACE & GIVING EMPATHY - INSIDE OUT FILM

The scene in the inside out film where Bing Bong is upset and Joy (green) and Sadness (Blue) comfort him. The table below describes how Joy tried to help him (not using PACE) in comparison to the great job Sadness did at comforting him (using PACE).



The Non-PACE approach What did Joy do?	The PACE Approach What did sadness do?
Reassurance	Changed the tone of voice to match his emotion
Distraction	Got down on his level
Tried to use humour too soon (tickling)	Helped him talk about what was making him sad
Avoided the sad emotions	Named his emotions
	Showed empathy
	Listened
	Felt the sadness with him

WE CAN RESPOND IN DIFFERENT WAYS TO AN EMOTIONAL CHILD

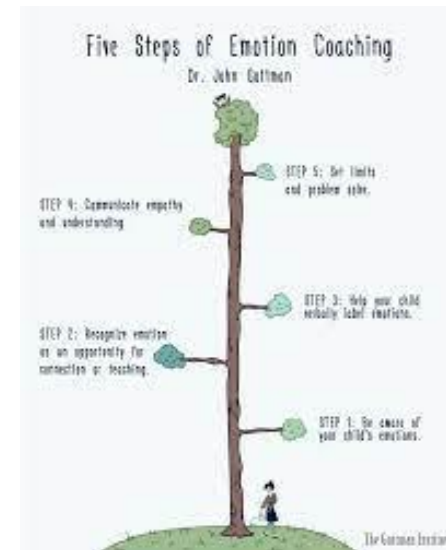


Emotion Coaching

John Gottman 'Raising an Emotionally Intelligent Child'



https://youtu.be/z3uPPEtyX_I



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Five Steps of Emotion Coaching

Dr. John Gottman



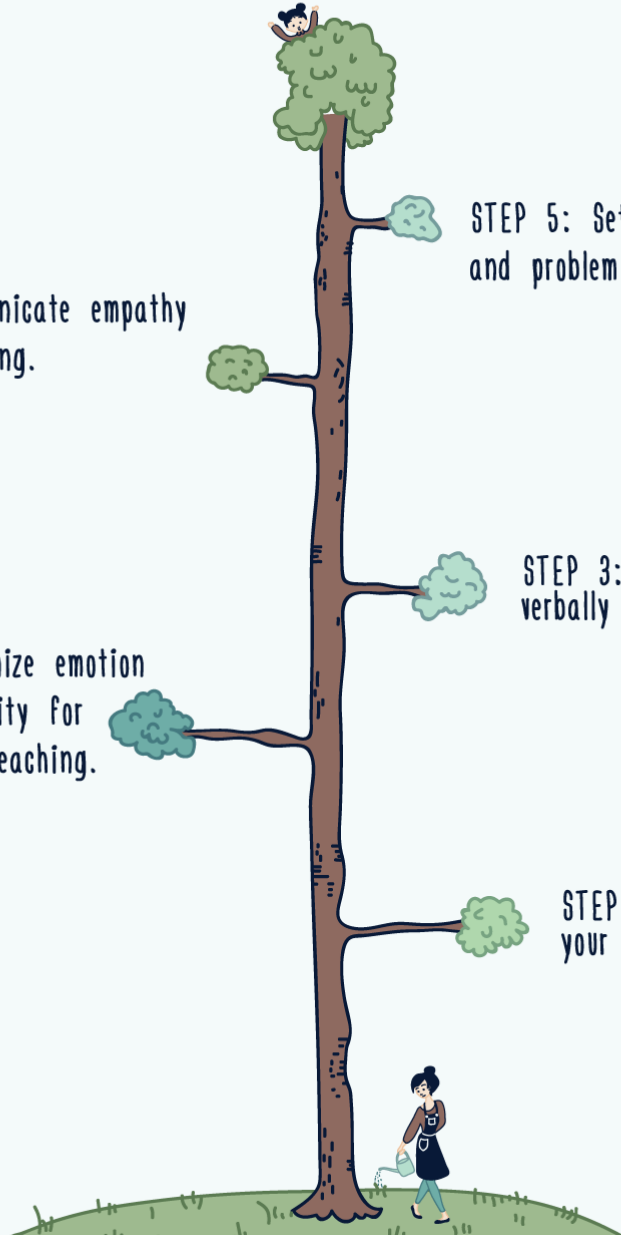
STEP 4: Communicate empathy and understanding.

STEP 5: Set limits and problem solve.

STEP 2: Recognize emotion as an opportunity for connection or teaching.

STEP 3: Help your child verbally label emotions.

STEP 1: Be aware of your child's emotions.



Emotion Coaching

Empathise, validate and label

“I can see you get **angry** when that happens. I would feel angry if that happened to me. It's normal to feel like that”

“I can see that you are frowning and kicking the wall and you're expressing loads of energy. I would be feeling like that if I didn't want to do something”

“I noticed that you're not keen to do your maths work. I wonder if you're feeling a bit nervous that your work might not be okay. Have I got that right?”



Emotion Coaching

Set limits

“These are the **rules** that we all have to follow, doing that is **not okay**”

“**It’s ok to feel angry** but it’s not ok to hit”

“You didn’t come off your game as we agreed. You’re probably angry that you can’t play with your friends, but **you need** to stop now”



Emotion Coaching

Problem solve

“This isn’t a safe place to be angry. Let’s go to a safe place and then we can talk”

“Let’s think about what we could do if this happens again”

“Can you remember a time when you coped with this? What did you do?”



P.A.C.E (Dan Hughes)



Playfulness

Create an atmosphere of lightness and interest when you communicate. Diffuse a difficult or tense situation.

Acceptance

Actively communicate that you accept the feelings, wishes, thoughts, urges, motives and perceptions that are underneath the outward behaviour

Curiosity

Curiosity, without judgment, is how we help children become aware of their inner life, reflect upon the reasons for their behaviour, and then communicate it to their parents. "I Wonder..." "I imagine..." "I notice..."

Empathy

Demonstrate that you know how difficult an experience is for the child. The child feels that they will not have to deal with the distress alone.

Supporting children when they worry

- Implement **regular ‘Worry Time’**
- Really listen; give them your full focus
- Accept the worry
- Validate the worry/feelings
- Be curious about the worry (*wonder, imagine, notice*)
- Be empathetic and kind
- Avoid criticism or dismissal
- Help the child to **problem-solve** / test out their worries/fears



Managing children's worry: The 'WINE approach'



W- Wonder

("I wonder if something's happened at school today...", "I wonder if you're a bit worried about the test you've got tomorrow...")

I- Imagine

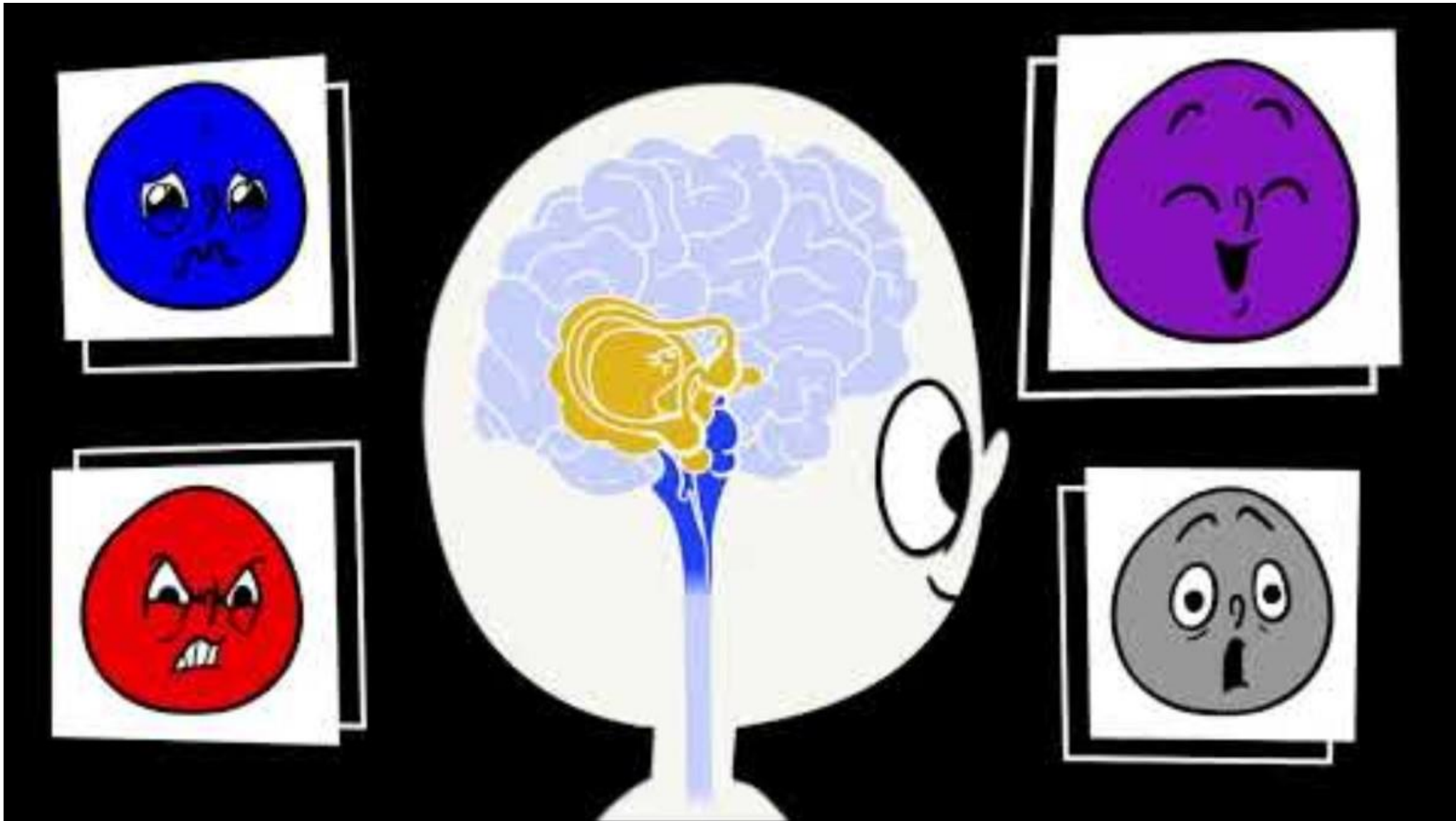
("I imagine you're feeling really nervous right now", "I imagine that's hard for you")

N- Notice

("You look really worried", "I've noticed you're quiet today")

E- Empathise

("That must be difficult", "I'd feel like that too")



[The Hand Model of the Brain - YouTube](#)

Thankyou for listening



cath.gunn@stockport.gov.uk