



Emotion Coaching



Hoped for Outcomes

- To understand what emotions are
- To understand how they may present
- To feel confident to support your child with emotion coaching

What are emotions?



happy



sad



scared



hurt

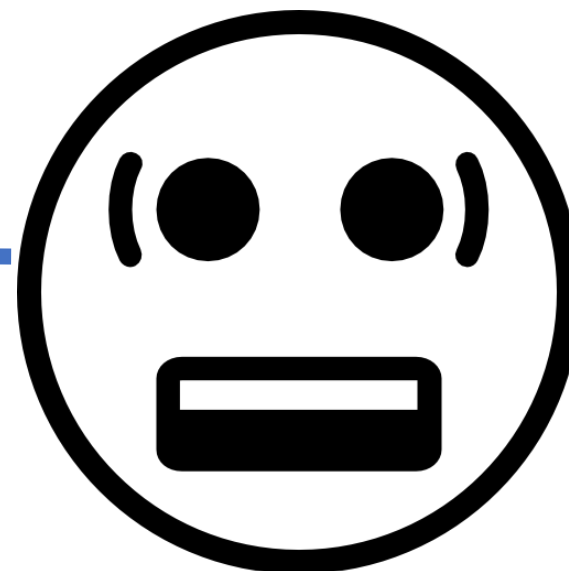


worried



angry

Why do we have emotions?



**All emotions are functional.
It is okay and normal to feel a wide range of them.**




How do we experience emotions?

How do your emotions FEEL in your body?			
FEELING BLUE	GOOD-TO-GO!	GETTING YELLOW	RED ALERT!
<p>My body feels:</p> <ul style="list-style-type: none"> • Shaky, slow • Low energy • Low/no motivation • Brain fog 	<p>My body feels...</p> <ul style="list-style-type: none"> • Relaxed • Motivated • Energized • Focused • Smiling 	<p>My body feels:</p> <ul style="list-style-type: none"> • Muscles a little tense • Jaw clenched • Voice louder • Restless • Fidgety 	<p>My body feels:</p> <ul style="list-style-type: none"> • Very tense • Jaw firmly clenched • Breathing quickly • Heart beating fast • Can't think clearly • Face feels hot • Very restless
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A Child's Behavior is an Iceberg

What you see:



Feeling loved
Feeling satisfied
Feeling confused
Feeling detached
Feeling secure
Feeling sad
Feeling connected
Feeling angry
Feeling joyful
Am I safe? Am I loved?
Can I do things for myself?
Am I capable? Am I nourished?
Do I belong? Am I respected? Do I
have power? Am I secure? Am I included?
Are my thoughts valued? Am I understood? Do I matter?

(What's really going on)

Noticing our emotions

Activity 1 Each of the following scenarios are situations that pupils might have strong emotional responses to.

Consider a similar situation for an adult. How would you feel in that situation?

What would you do to help to emotionally self-regulate at these times?

Emotional Situation	Your Similar Situation	How would you feel?	How would you know?	What would you do?
Not being invited to a party that all their friends are invited to				
Speaking in front of the school for the first time				
Having to share the class tablet with a peer				



Why is it important to understand our own and our children's emotions?

Co-
regulation

Affect
labelling



What happens when



YOU FLIP YOUR LID

PREFRONTAL CORTEX IS ENGAGED:



Calm, rational thought, mental flexibility: Able to make good decisions

LID IS FLIPPED --> AMYGDALA IS ENGAGED

Big emotions arise - anger, fear anxiety, sadness. Unable to make good decisions or calm down.



Source: The Whole Brain Child

How do we respond to our children?

Look through the cards. Which are you? You can be more than one and this may change depending on the situation.



The Jellyfish

A jelly fish has intense and deep emotions for their children but finds it hard to control them. It sends a message they needed to be handed carefully. Jellyfish can also unintendedly sting others with their responses.



The Ostrich

Care and passion are so evident with the ostrich. It cares so much but finds the tough times difficult. The ostrich finds it difficult to deal with big emotions and puts their head in the sand, avoiding what seems difficult. Children can sometimes misinterpret this response as uncaring or rejection.



The Terrier

This carer is loyal, reliable and wants to protect the child at all costs. Sometimes, this can take the form of trying to change the child and becoming critical of the child's actions, thoughts and behaviour..



The kangaroo

With their best intention, this type of carer does everything to protect their children. They let the child jump into the pouch, which can sometimes can have the impact of letting the child avoid any challenges or difficult emotions.



The Rhino

The Rhino deeply cares and has the child's best at heart, but through trying to achieve this, the carer is fuelled by stress and frustration. At times, they will persuade and convince through confrontation. This fits the mentality of "just get over it".

"Our typical strategies of responding to resistance actually increase resistance and then it's frustrates us."



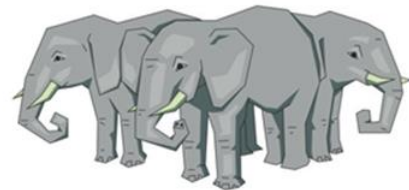
The Dolphin

The dolphin helps the child by gently nudging them to safety, swimming ahead, leading the way, showing them new places. Sometimes the dolphin might swim behind and let the child lead.



The St Bernard

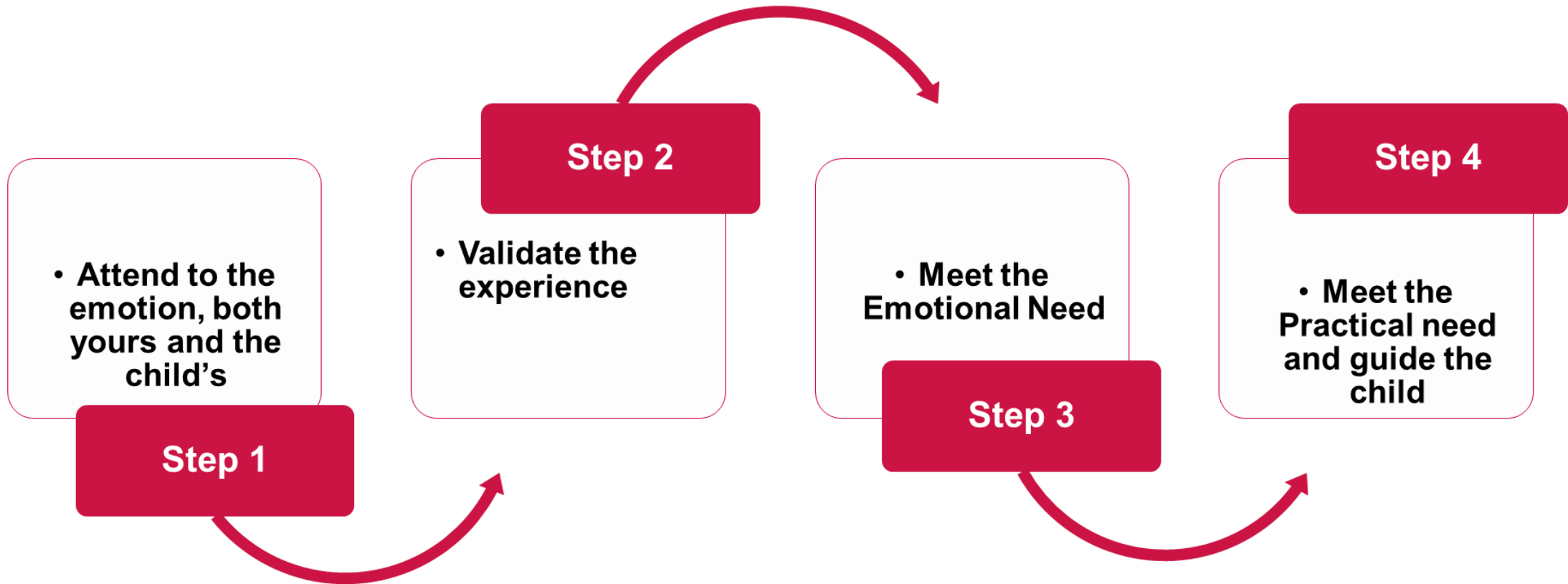
This carer responds with calmness, warmth and compassion. They accept the child, their emotions and thoughts. They offer hope towards children.



The herd of elephants.

It is important to for parents to remember that they are not alone. A whole team of supportive and caring adults around the family are all contributing to supporting the child. A herd of elephants not only support the child but each other.

Steps to emotional coaching



Step 1

- **Notice the emotion**

Noticing emotions

It is important we notice our own emotions in order to help our children. Remember it is also okay and normal to feel how you do too! Take a moment to pause and think how are you and your child feeling?

Label	Bodily sensation	Need	Action Tendency
Fear <i>feeling scared in response to a real threat</i>	Heart racing Sweaty palms Slowed digestion	Safety and protection	Fight/Flight/Freeze
Sadness <i>an emotional state characterized by feelings of unhappiness and low mood</i>	Heaviness Slowness	Comfort	Seek comfort
Anger <i>An intense feeling that something is unjust or unfair</i>	Heart racing Feeling hot/flushed Tension in the body	Validation A boundary	Defend the boundary

Step 2

- **Validate the experience**

Through validating the experience, we can help the child feel safe and understood. Validating is a form of regulation.

Three because

Say why the child's experience, (this may be a thought, emotion or behaviour)
makes sense

Useful phrases

"That makes sense"

" I am wondering..."

" I noticed that..."

" I can see..."

You can be _____ and _____,
both are okay.

Step 3

- **Meet the emotional need**

Meeting the emotional need can help the child **regulate their emotions** and be in place to problem solve. Remember that children will often need **co-regulation**.

Label

Fear

Sadness

Anger

Need

Safety and protection

Comfort

Validation/ A boundary

Can you think of any other emotional needs?

e.g. jealousy, shame, envy?

Step 4

- **Meet the practical need**

Problem Solving

You may need to help the child problem solve.

This may involve supporting with ways to experience the emotion, or solving a conflict or event that cued the emotion.

An example may be helping the child to share or how to solve an argument with a friend.

Guiding Behaviour

This may involve supporting the child learn how to express their emotions.

You may also need to set boundaries. For example, around time or access to objects or activities. Boundaries provide safety and are often a way to meet an emotional need, such as anger.

Remember guiding behaviour is not about changing the emotional experience. **All emotions are valid.**

What if...

Your child is at 'melting point'?

Your child is not able to listen or speak to you right now?

Your child is not able to think rationally?

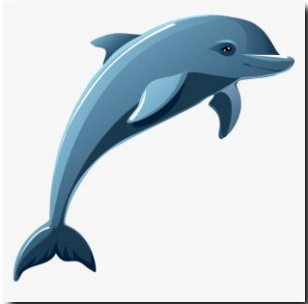




Being mindful
and noticing your
own emotions



Validate and
accept the child's
thoughts and
feelings using the
three because's.
Be Genuine!



Offer emotional and
practical support



Notice how you feel. Ask
yourself which response style
am I in? Can I pause? What
do I want to teach my child?



“ I understand you don't want to go to
bed, going to bed feels unfair **because**
you have to go up earlier than us,
because it is boring and you want to play
the game you enjoy and **because** it can
be lonely and you want to stay with your
family”



But you need to go to bed to be healthy
and enjoy tomorrow. *I'm going to give
you five minutes*, then we will go upstairs
and *read a story you like before you try to
sleep.*

Lets Practice

How would you coach this situation?

Debbie Sorensen: Mindy. I will tell you recently they were fighting over a balloon, which is kind of ridiculous because they're nine and seven and it's like, really they're fighting over a balloon. I threatened to pop it if they didn't stop fighting. I mean, ridiculous. I was just so like knock it off, you know, which I, it wasn't the worst thing in the world, but it was certainly not my finest moment.

*“So it's **not fair**, you know, I understand why it's not fair **because** you found this and this was yours. And **because** this was really special and you were really excited to have it all for yourself and **because** you always feel like you have to be the one to just share with your little sister and be the one to have to be the one to set the example”*

“It really isn't fair and you should get to have more time with it. And so here's what we're going to do. You're going to get to have the balloon for, four days a week and she's going to get to have the balloon for three days a week.”





Any questions?