



Emotion Coaching Scripts – What would you do?

Pick one of the scenarios. Discuss what emotions may be involved (for everyone involved) and how this might make them feel and respond.

- 1) *Bobby has been asked to get his shoes and coat on but is being really slow to do so, meaning you are running late for leaving.*
- 2) *Sienna has been asked to switch off her screen (TV/phone/device) to do come for dinner.*
- 3) *James comes in from playing outside with his brother and says he's been mean to him and won't play with him anymore.*
- 4) *Your child who is normally polite becomes rude and defiant when asked to finish their homework.*

Think about the four stages of Emotion Coaching and decide what scripts/phrases could be appropriate to:

Step 1: Recognising the child's feelings and empathising with them.

What is/are the feeling(s)

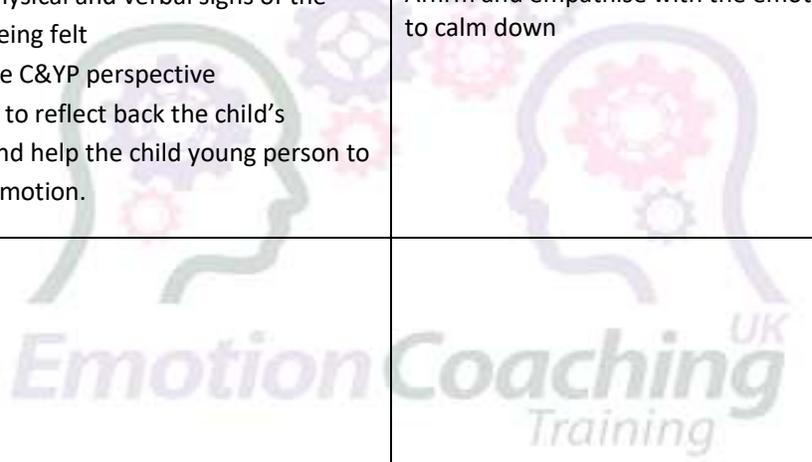
Step 2: Labelling and validating the feelings

Labelling

- “You seem angry to me”
- “I can see you’re feeling angry”
- “I can tell you are angry...”
- “The way you are feeling is making you angry”
- “You’re angry about...”
- “You look kid of angry...”

Empathising – validating

- “I’m sorry that happened to you, you must feel very”
- “I can see that you get angry when that happens/when I do do this”
- “I would feel angry if that happened to me”
- “I would feel angry too”
- “That would make me angry”
- “I understand why you are angry
- “It’s normal to feel angry about that”
- “It’s OK to feel angry about that”

<p>Labelling</p> <ul style="list-style-type: none"> • Look for physical and verbal signs of the emotion being felt • Take on the C&YP perspective • Use words to reflect back the child’s emotion and help the child young person to label the emotion. 	<p>Empathising - validating</p> <p>Affirm and empathise with the emotion, allow to calm down</p>
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Step 3: Limit Setting (if needed)

Limit Setting (if possible try and use limits stated positively to help maintain the sense of calm)

“.....the rules are that we.....”

“...stay in the playground, the field is far away and I can't see if you are ok”

“....Take the ball outside if you want to play with it. Something might get broken if you play with it inside”

“.....these are the rules that we have to follow”

“..... doing that is not OK....”

“.....you need to play in a friendly way. Make sure Max has a turn too”

“.....Be sure to ask first before you borrow something from your friend.”

- Separate Emotion from the Behaviour
- Clarify what is an acceptable expression of emotion (i.e. behaviour) and what is not – set the limit
- Allow to calm down

Step 4: Problem Solving

3 parts – exploring, problematizing, solutions (or any other version of problem solving)

a. Exploring:

“How were you feeling when that happened?”

“What did it make you feel like?”

“Have you felt that way before?”

“What were you trying to achieve by.....”

- Exploring the feelings that give rise to the problem/behaviour/situation – be specific.
- C&YP might need to think about what they were trying to achieve with their behaviour, what did they want to stop or start.

b. Problematising:

“Let’s think of what you could have done instead”

“Can you think of a different way to deal with your feelings?”

“I can help you to think of a different way to cope”

“Can you remember feeling this way before and what you did”

“Have you thought about doing this instead?”

- Identify alternative, more appropriate and more productive ways of expressing and/or managing feelings and behaviour/actions
- Empower the C&YP to recognise feelings, behaviour and take ownership/responsibility of actions and finding ways to self-regulate in the future.

c. Solutions

“Try and do this next time you feel like this”

“Let’s decide what you will do next time you feel like this”

“Do you think doing that would be more helpful for you and others?”

- Agreeing possible solutions – scaffolding suggestions where appropriate

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