

Education Settings with Wellbeing in Mind **– for class teachers & support staff**

Session 2 - Emotion Regulation & Behaviour Change – 08.09.20

Training video link & accompanying slide deck notes:

Video link to training - Session 2 - <https://youtu.be/iHoaH4PYrAg>

Slide 1:

- This is the 2nd training to help class teachers & support staff to use the resource: 'Returning to school with resilience & wellbeing in mind'
- The first session covered: understanding, identifying & meeting unmet needs using the resilience wheel; specific look at belonging & shame

Slide 2: N/A

Slide 3:

- Emotion coaching was developed by American Psychologist, John Gottman
- It provides a structure to help us respond to others in a way that is helpful as it teaches us how to 'contain emotion' when someone is becoming upset or emotionally unregulated - it helps us to reduce anxiety / it helps us to 'keep people with us'/'on side' / it helps people to stay in their thinking brain rather than becoming overwhelmed by their emotional brain & becoming very upset
- You can find the information for this on page 11 of the booklet

Slide 4:

- There is also information on how to use Emotion Coaching, with some more detail, in the Returning to school parent booklet (part 1) – orange section on 'safety'
- The following slides hold information from this booklet

Slide 5:

- Emotion coaching structure: 1. validate feelings / 2. name the emotion / 3. limit-set (if necessary) / 4. offer guidance

Slide 6:

- Validate how someone is feeling by generalising out so that they are understood & that they are not alone as others can feel like that too – some examples in the text
- Empathise as you validate – talk about HOW we communicate when we're empathising – open relaxed body language / leaning forward communicating interest & understanding / not rushing people – giving them your time / quiet, calm tone of voice – NOT closed body language (e.g. arms folded) / not clipped, matter-of-fact tone to your speech

Slide 7:

- Use as many different emotion words as you can – to avoid using ‘anger’ because they don’t know others – if we say we’re angry it can become a self-fulfilling prophecy – they may be experiencing frustration or disappointment, but don’t have the word for it.

Slide 8:

- If children do something that is not acceptable, we need to set limits. Acknowledge they are upset & that we have to be careful not to hurt others. Avoid using ‘YOU’ as this can sound like judgement, blame or criticism & the child will ‘shut down’ – then we no longer have influence. They can become overwhelmed also because they may feel they need to do something on their own about it & they are not sure they can do it. So... saying “I know it’s difficult” rather than “ I know YOU find this difficult”.
- Avoid lingering on the limit-setting – just name it & then move quickly on to what could be done to repair the relationship/situation/object that’s been damaged (No 4 – next slide)

Slide 9:

- Only move on to offering guidance when the other person is ready. If they are still protesting / saying but/ huffing & puffing etc. by – stay with empathising & validating until they are feeling understood by you & have got the frustration out of their system

Slide 10:

- When offering guidance - be a helper not a fixer – see examples on the slide – fixers also say things like ... “I think you should” / “Well, you just need to”...
- Notes on the slide self-explanatory – they can find these notes on page 11 of the ‘Return to school’ document for school staff