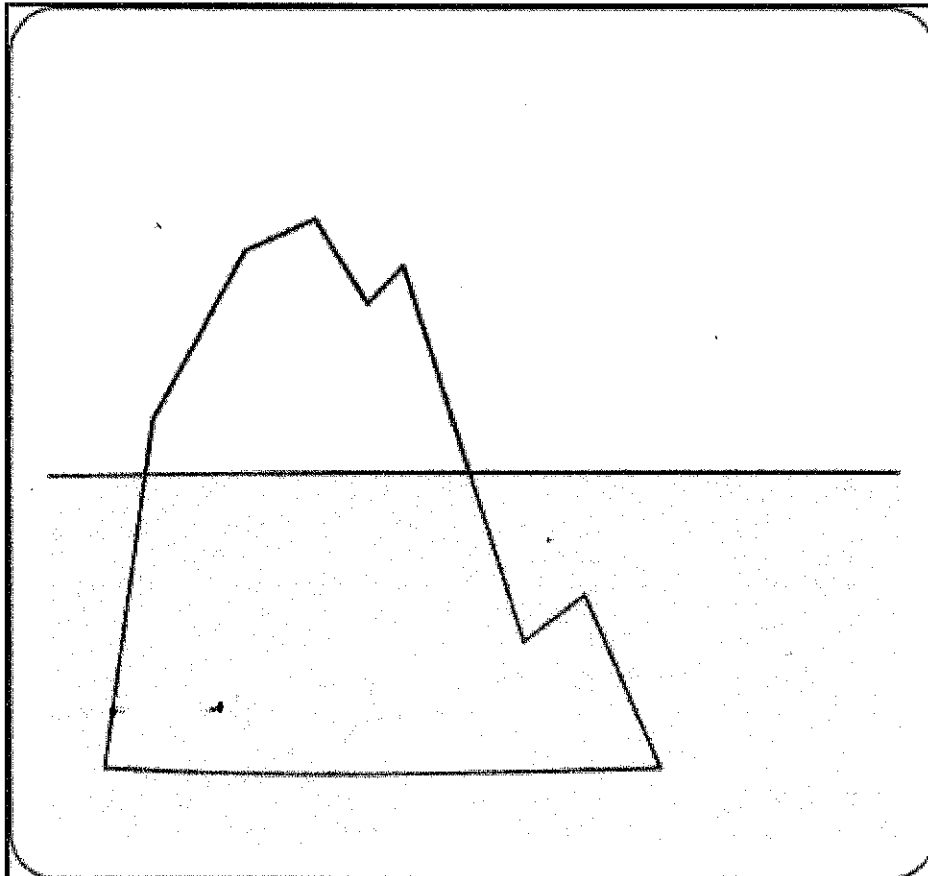


Activity: Developing an emotion coaching script

Think about your child and work through each step. Try to write down the actual words you would use with your child in a particular scenario. There are a number of prompts and suggestions to support you.

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



Step 2: Labelling and validating the feelings

Labelling

"You seem angry to me, am I right?"

"I can see you are clenching your fists, I'm wondering if you're feeling angry..."

"I can see you are shaking I'm wondering if you're feeling worried about the test we are about to do..."

"You look kind of angry..."

"I've noticed that you're very quiet today, maybe you're feeling sad that your best friend is not here today..."

Empathising – validating

"I'm sorry that happened to you, you might feel very..."

"You seem to get angry when that happens/when I do this"

"I would feel sad if that happened to me"

"I would feel worried too"

"That would make me frustrated"

"I understand why you are jealous..."

"It's normal to feel embarrassed about that"

"It's OK to feel angry about that"

Labelling • Look for physical and verbal signs of the emotion being felt • Take on your child's perspective • Use words to reflect back the child's emotion and help them to label the emotion.	Empathising – validating Affirm and empathise with the emotion, allow to calm down

Step 3: Limit Setting (if needed)

Example wording

".....it's not OK to behave like that"
"that behaviour is not acceptable"
".....the rules are that we do not..."
".....these are the rules that we have to follow"
"..... doing that is not OK...."
".....behaving like that is not helpful"

- Separate the 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, identifying alternatives, suggesting solutions

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.
- Your child might need to think about what they were trying to achieve with their behaviour, what they want to stop or start.

b. Identify alternatives:

"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 your child to recognise feelings, behaviour and take ownership/responsibility of actions and finding ways to self-regulate in the future.

c. Suggest 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