

BEHAVIOUR AND RELATIONSHIPS

EMOTION COACHING

Bedazzle



Training in 3 parts-

1. Theory underpinning how the learning brain can be reached
2. Personalised regulation to reach the learning brain
3. General classroom practice to reach the majority of learners

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- HOW SCHOOL SUPPORTS EMOTIONAL UNDERSTANDING AND DEVELOPMENT.
- STRATEGIES THAT CAN BE USED AT HOME TO 'COACH' CHILDREN THROUGH UNDERSTANDING EMOTIONS.

Training in 3 parts-

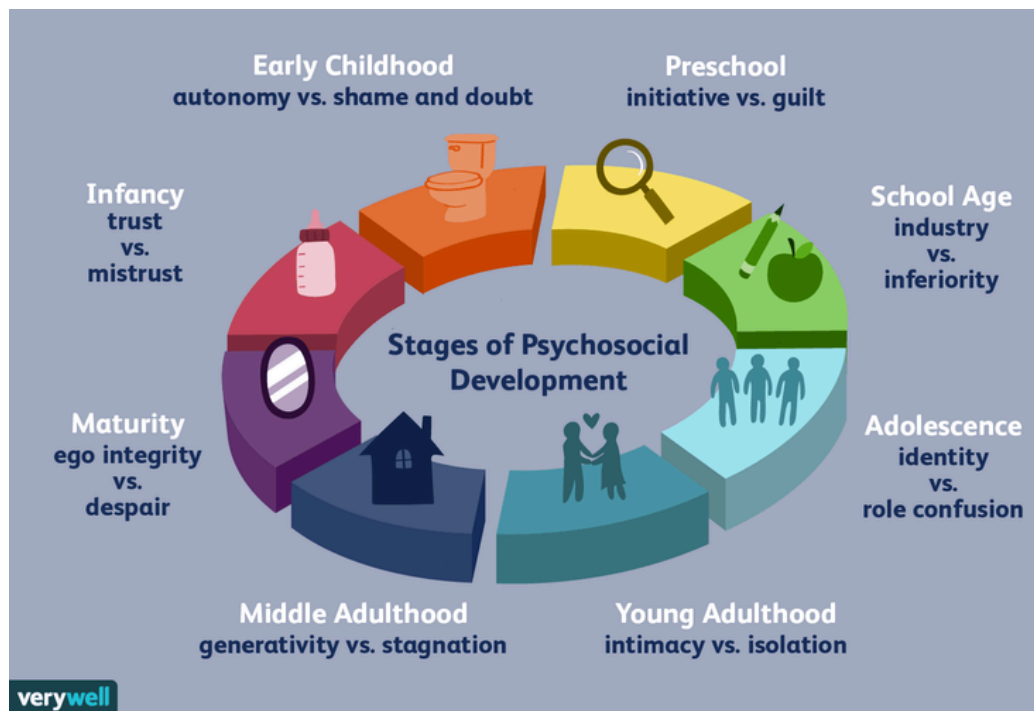
1. Theory underpinning how the learning brain can be reached
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A lot of the work that we are asked to do is in REACTION to the behaviours shown on the tip of the iceberg.

Know your pupils and are successfully identifying those who are displaying/ may soon display traits from below the iceberg so we can begin work to PREVENT the tip of the iceberg behaviours (That's where Bedazzle plays a small role) and PROMOTE positive behaviours such as coping, confidence and connectedness- where RESTORATIVE PRACTICE supports.

PSYCHOSOCIAL DEVELOPMENT



Conflict During Each Stage

Each stage in Erikson's theory builds on the preceding stages and paves the way for following periods of development. In each stage, Erikson believed people experience a conflict that serves as a turning point in development.

In Erikson's view, these conflicts are centered on either developing a psychological quality or failing to develop that quality. During these times, the potential for personal growth is high but so is the potential for failure.

If people successfully deal with the conflict, they emerge from the stage with psychological strengths that will serve them well for the rest of their lives.³ If they fail to deal effectively with these conflicts, they may not develop the essential skills needed for a strong sense of self.

Stage 1 (birth–1) Trust vs. Mistrust

Infants must rely on others for care.

Consistent and dependable caregiving and meeting infant needs leads to a sense of trust. Infants who are not well cared for will develop mistrust.

Stage 2 (1–3 years) Autonomy vs. Shame and Doubt

Children are discovering their own independence.

Those given the opportunity to experience independence will gain a sense of autonomy. Children that are overly restrained or punished harshly will develop shame and doubt.

Stage 3 (3–5 years) Initiative vs. Guilt

Children are exposed to the wider social world and given greater responsibility.

Sense of accomplishment leads to initiative, whereas feelings of guilt can emerge if the child is made to feel too anxious or irresponsible.

Stage 4 (5–12 years) Industry vs. Inferiority

Stage of life surrounding mastery of knowledge and intellectual skills.

Sense of competence and achievement leads to industry.

Feeling incompetent and unproductive leads to inferiority.

Stage 5 (adolescence) Identity vs. Confusion

Developing a sense of who one is and where one is going in life.

Successful resolution leads to positive identity.

Unsuccessful resolution leads to identity confusion or a negative identity...

Read more at: <https://www.adda247.com/teaching-jobs-exam/eriksons-stages-of-psychosocial-development/>

Stage 4: Industry vs. Inferiority

The fourth psychosocial stage takes place during the early school years from approximately ages 5 to 11. Through social interactions, children begin to develop a sense of pride in their accomplishments and abilities.

Children need to cope with new social and academic demands. Success leads to a sense of competence, while failure results in feelings of inferiority.

Outcomes

Children who are encouraged and commended by parents and teachers develop a feeling of competence and belief in their skills. Those who receive little or no encouragement from parents, teachers, or peers will doubt their abilities to be successful.

Successfully finding a balance at this stage of psychosocial development leads to the strength known as competence, in which children develop a belief in their abilities to handle the tasks set before them.

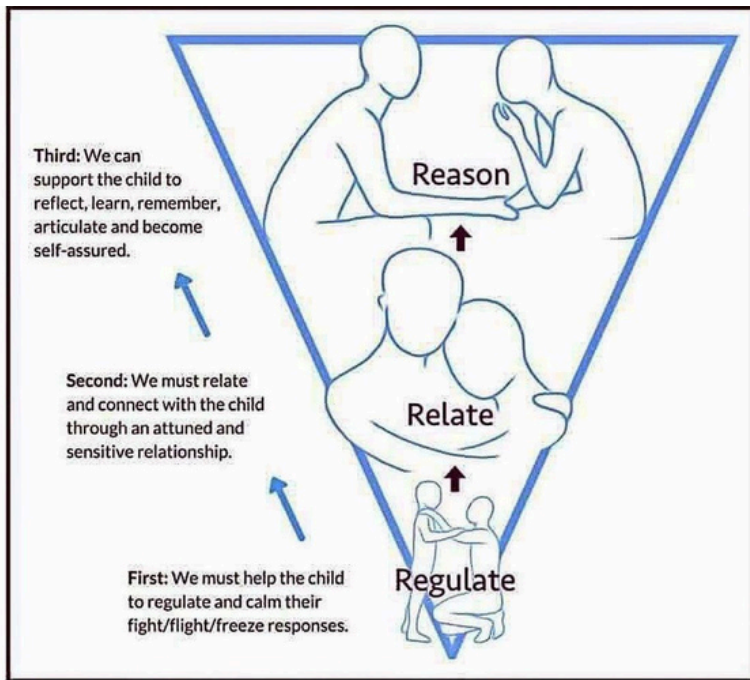
These are measures that you already take to promote industry over inferiority...

HOW THE SCHOOL ENVIRONMENT FACILITATES PSYCHOSOCIAL DEVELOPMENT

- **Development:** School offers chances for pupils to learn, achieve, and collaborate, fostering a sense of industry and confidence.
- **Social Comparison:** Through learning experiences, children compare themselves to peers, impacting their self-esteem positively or negatively.
- **Feedback:** Teacher feedback shapes pupils' sense of industry or inferiority.
- **Life Skills:** School teaches crucial skills like problem-solving and teamwork, promoting industry.
- **Dealing with Failure:** How children cope with failure at school influences their development of industry or inferiority.

These are measures that you already take to promote industry over inferiority...

PSYCHOSOCIAL DEVELOPMENT THROUGH EMOTION COACHING AND REGULATION



A BEHAVIOUR POLICY BASED ON EMOTION COACHING AND RESTORATIVE PRACTICE

Heading straight for the 'reasoning' part of the brain with an expectation of learning, will not work so well if the child is dysregulated and disconnected from others.

These are measures that you already take to promote industry over inferiority...

Zones of regulation



Blue

This is where we are at a low state of alertness. Our brain and body is moving slowly and sluggishly. We may be feeling tired, sad, bored or unwell.



Green

We are in control of our emotions in this zone. We are in a regulated state of alertness. We may be feeling calm, happy and ready to learn.



Yellow

This is the zone where we experience more intense emotions but we are still able to maintain a level of control. We are in a heightened state of alertness but we do still have some control. We may be feeling worried, frustrated, anxious, excited, scared or overwhelmed.

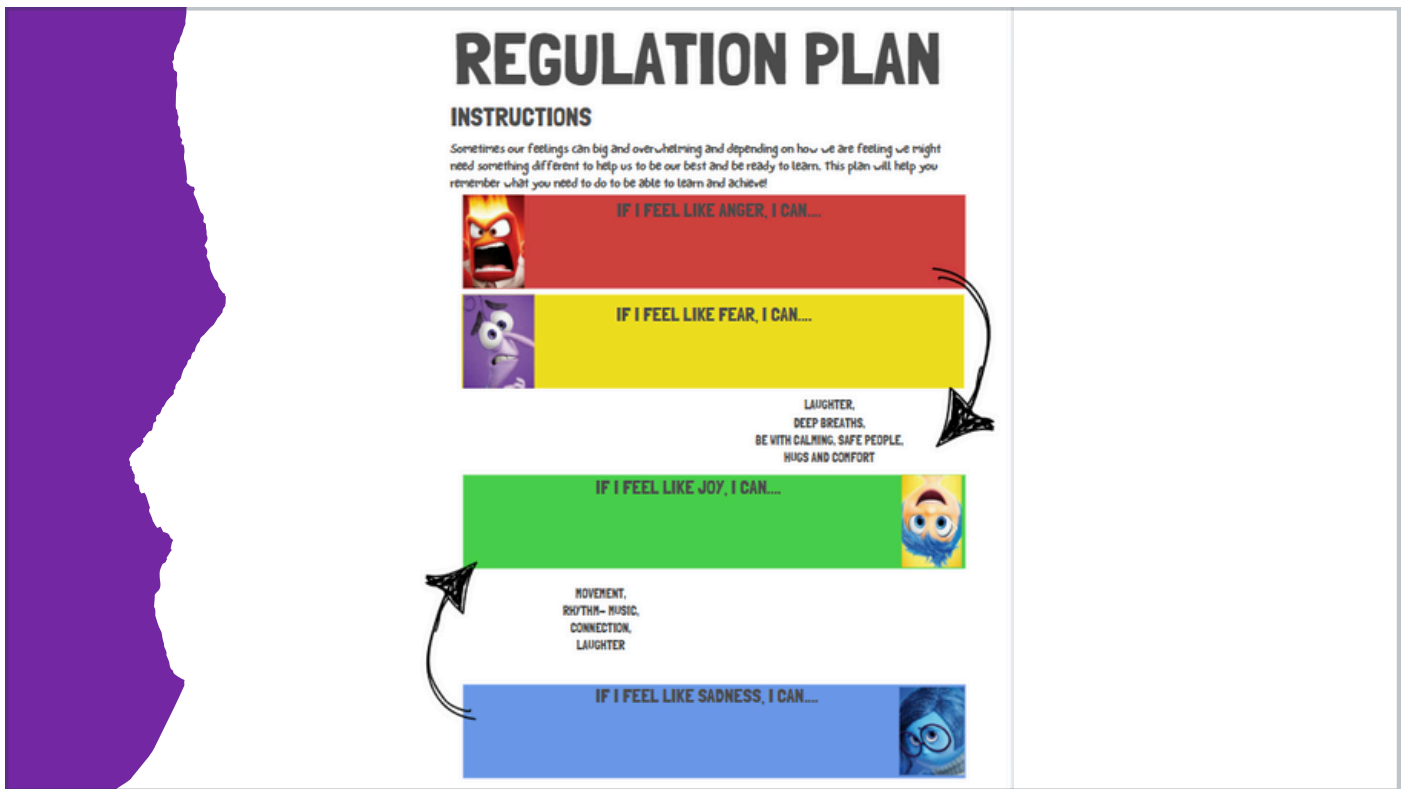


Red

We are struggling to control our emotions in this zone. We may be feeling angry, wild, out of control or terrified. We may be hitting out or becoming physical with others.

This has been successfully used with some of the pupils I work with to help identify emotions.

(LINK TO ANIMALS HERE AND DISCUSS HOW IT HAS BEEN ADAPTED)



How the Animals have been adapted and simplified...

This model can be accessed by all pupils to identify emotions.

We can help most children to regulate by using a range of 'off the shelf' strategies (conversations around feelings/ listening to music/ hugging/ laughing)- some will become aware of their own strategies over time and will independently put them into practice.

Others will need to be guided through a personalised strategy plan (NEXT SLIDE)

HOW THE HOME ENVIRONMENT FACILITATES PSYCHOSOCIAL DEVELOPMENT

- **Active listening:** Parents pay attention to child's feelings, acknowledge emotions and validate experiences.
- **Setting clear expectations and limits:** Establish consistent rules and boundaries to help understand appropriate behaviour. Give specific praise for positive behaviours.
- **Promoting empathy and perspective-taking:** Help children understand and consider other people's feelings and viewpoints, promoting industry.
- **Further opportunities for social interaction:** Development of hobbies and interests with siblings and friends allows problem-solving and teamwork, promoting industry.
- **Expressing love and affection:** Showing warmth, cuddling and providing physical touch helps build a sense of security, promoting industry.

These are measures that you already take to promote industry over inferiority...

BE YOUR CHILD'S EMOTION COACH

STEP 1: Be Aware

Ways to work on emotions:

- Mindfulness Practice
- Body Scan
- Journal
- Pray
- Write Down Triggers
- Affirmations

STEP 2: Connect

How to connect with your child:

- Stop before you react
- Actively listen
- Get on or below eye level
- Gentle, loving touch
- Sincere nonverbal communication
- Savor your time together
- Be fully present

STEP 3: Label Emotions

Happy	Sad	Angry
Afraid	Agreeable	Annoyed
Disgusted	Enraged	Surprised
Shocked	Stressed	Lonely
Worried	Amazed	Bored
Terrified	Grieving	Excited
Tired	Exhausted	Hurt

STEP 4: Empathize

How to show empathy & understanding:

- Have a NO judgement zone
- Let your child know emotions are acceptable
- Be sensitive
- Share a time you felt the same way

STEP 5: Set Limits & Problem Solve

Teach your child to ask these questions:

- | | |
|-------------------------|----------------------|
| What am I feeling? | What is the problem? |
| What are the solutions? | What happens if....? |
| Which one should I try? | |

More to

Emotion Coaching Scripts

C

Connect



The first step does not require words or actions. It is a chance to tune in to the child or young person and try to work out how they may be feeling in that moment. Look for physical signs (eg. clenched fists/crying) and verbal signs (eg. shouting/swearing) of the emotion being felt. Take a moment to ensure you feel calm and ready to acknowledge the emotion and set a limit if necessary.

A

Acknowledge



You seem angry as you're clenching your fists and shouting

I can see that you're feeling upset. I wonder if it is because...

I'm sorry that happened to you. You must feel very...

It's normal to feel angry about that. I would feel that way too

I can understand why you might be feeling sad about...

I can see that you are kicking the wall in frustration. I would be feeling upset too if...

L

Limit



It is ok to feel angry, but it is not ok to throw things at your sister

The rules are that you give me your phone before bed so you can have a good night's sleep

In this house, the Xbox is turned off at 7pm so that is what I am going to do

We don't push people because it could hurt them

It is not OK to swear at me

I am going to take this stick because I need to keep everyone safe

M

Make a plan



Exploring

How were you feeling when that happened?

What were you trying to achieve by...?

Problem Solving

Let's think of what you could have done instead

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

Solutions

Next time you feel like this, you can go to the safe space we have agreed

Do you think that going for a lap around the field would be more helpful?





The more healthy relationships a child has, the more likely he will be to recover from trauma and thrive. Relationships are the agents of change and the most powerful therapy is human love.

Bruce D Perry

PICTUREQUOTES.COM

KIDS 7 MINUTE HIIT WORK OUT FOR SELF-REGULATION

Set an interval timer and complete each animal movement for 45 seconds, with 15 seconds of rest in between. Do as many as you can!



FROG JUMPS

Hop, hop, back and forth like a frog



BEAR WALK

Hands & feet on the floor, hips high - walk left and right



GORILLA SHUFFLE

Sink into a low sumo squat, with hands on the floor, shuffle around the room.



STARFISH JUMPS

Jumping jacks as fast as you can, with arms and legs spread wide.



CHEETAH RUN

Run in place, as FAST as you can! Just like the fastest animal in the Sahara.



CRAB CRAWL

Sit and place your palms flat on the floor behind you near your hips. Lift up off the ground and crawl.



ELEPHANT STOMPS

March in place lifting your knees as high as you can and stomping the ground as hard as you can!

Quick break out activities that can be done in class time to help ALL regulate...

Empower young people through offering non-judgmental support – check in with yourself on how you view your child or the situation.

Get on their level and learn with them through doing, talking and thinking.

Use 'I' statements rather than 'you' statements... they're less judgemental and confrontational.

Reframe, 'You need to stop shouting.' with, 'I'd like others to be able to hear my instructions so they understand what to do next'.



Don't see it as a power struggle or letting them get away with things.

Offer empathy with choices:

'I understand you need to feel safe- I think you'd feel safer in the ... or ...'

Promotes industry through positive choice.

Offer positive correction:

'I need you to... because...'
Promotes industry through understanding specific requirements of others and eliminates further questions.

RETHINKING POWER NEEDS

@kiwifens62

POWER IS NOT LIKE A REMOTE CONTROL
WHERE ONLY ONE PERSON HAS ALL THE POWER AND CONTROL.

POWER IS LIKE A CANDLE.
YOU CAN GIVE A CHILD POWER WITHOUT GIVING AWAY ANY OF YOUR OWN POWER.

YOU DON'T HAVE A SET AMOUNT OF POWER
- LIKE A BUCKET FULL. THERE ARE WAYS TO GIVE A CHILD POWER WITHOUT LOSING ANY OF YOUR OWN.

KIDS DON'T WANT YOUR POWER. THEY WANT THEIR OWN.

RICHARD LAVOIE

WHEN A STUDENT FEELS THEY HAVE

- POWER WITH THE ADULTS AS WELL AS
- POWER WITHIN THEMSELVES THEY'LL HAVE LESS NEED TO SEEK POWER OVER OTHERS

A NEW UNDERSTANDING OF POWER CAN HELP WITH THIS

"SEE A CHILD DIFFERENTLY... SEE A DIFFERENT CHILD"

STUART SHANKER

6 WAYS TO HELP KIDS MEET THEIR POWER NEEDS

1. OFFER CHOICE, NOT ORDERS
2. GIVE RESPONSIBILITY
3. START WITH STRENGTHS
4. EXPRESS INTEREST RATHER THAN PRAISE
5. ASK FOR THEIR OPINION
6. ASK FOR THEIR HELP

6 POINTS TO REMEMBER

1. AVOID POWER STRUGGLES
2. AVOID MAKING THREATS
3. GROWING POWER NEEDS ARE A HEALTHY PART OF CHILD DEVELOPMENT
4. RESPECT BOUNDARIES
5. THE RULES (NOT THE ADULT) SHOULD BE OBEYED
6. REFLECT ON YOUR OWN NEED FOR POWER & CONTROL

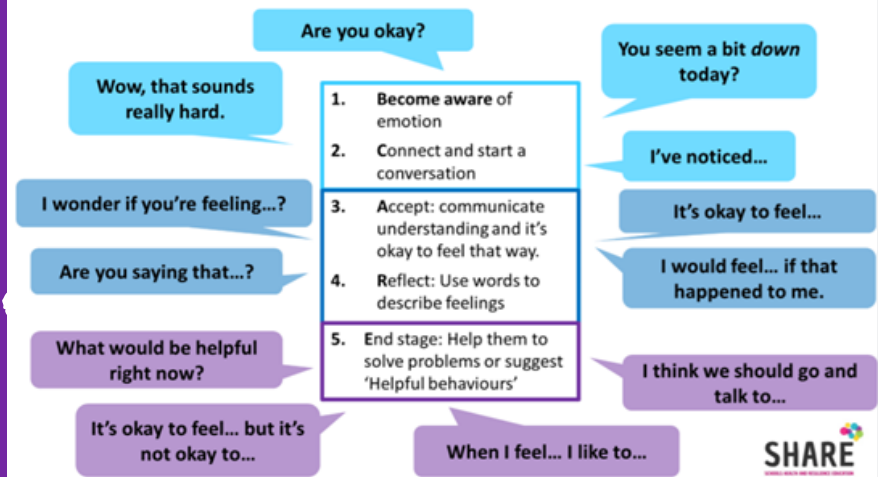
"THE REALITY IS THAT NO ONE WINS A POWER STRUGGLE" ROSS GREENE

Child under table...

Communication is key to building effective relationships.

Emotion coaching through the Zones of Regulation can be an excellent tool for teaching young people to communicate their feelings, instead of them demonstrating them... think back to the iceberg.

Planning and practicing communication, especially for restorative conversations is valuable...DEAR (next slide).



<p>D DESCRIBE</p> <ul style="list-style-type: none"> Describe the current situation. Stick to the facts. Clarify what you are reacting to. 	<p>D: Describe Details (just the facts)</p>	<p>The last two weekends, we had plans to go to the movies and then to go skating, but something came up and you had to cancel both times.</p>
<p>EXPRESS</p> <ul style="list-style-type: none"> Express your opinions, feelings, and interpretations of the situation. Don't assume the other person knows. Use "I" statements instead of "you" statements. <p>E</p>	<p>E: Express your Opinions / Emotions ("I statements")</p>	<p>I was really bummed, because it was too late for me to make other plans, so I had nothing to do.</p>
<p>A ASSERT</p> <ul style="list-style-type: none"> Ask for what you want or say no clearly. Do not assume that others will know what you want from this interaction. 	<p>A: Assert (ask directly or say no)</p>	<p>Since we have tickets for that concert on Saturday, I'd like to know I can count on you to show up.</p>
<p>REINFORCE</p> <ul style="list-style-type: none"> Describe natural consequences, whether a reward or a negative consequence. Tell the person what would happen if you got what you wanted. <p>R</p>	<p>R: Reinforce (What good will come from this?)</p>	<p>If we do go, it's going to be a night to remember.</p>

Staff can follow this when holding restorative conversations.

Pupils can be trained to use this model when communicating their wants/ needs.

De-Escalation Strategies

DON'T TRY TO REASON	AVOID MAKING DEMANDS	GET ON YOUR CHILD'S LEVEL
DON'T YELL OVER A SCREAMING CHILD	VALIDATE THEIR FEELINGS, NOT THEIR ACTIONS	REFLECTION
RESPECT PERSONAL SPACE	BE AWARE OF YOUR BODY LANGUAGE	ANSWER QUESTIONS BUT IGNORE VERBAL AGGRESSION
MOVEMENT BREAK	BE NON-JUDGEMENTAL	USE A DISTRACTION
DECREASE STIMULATION	AVOID SAYING NO	ACKNOWLEDGE YOUR CHILD'S RIGHT FOR REFUSAL
CALMING VISUALS	DEEP BREATHING EXERCISES	SILENCE

RAISING AN *Extraordinary* PERSON

PROBLEM FOCUSED

SOLUTION FOCUSED

bossy	natural leader, visionary
defiant	holds strong beliefs, bold, determined
demanding	knows what they want, outspoken
dramatic	expressive, passionate
fearful	cautious, careful
fussy	has strong preferences
hyperactive	energetic, enthusiastic, on the go
impulsive	spontaneous, instinctive
oppositional	advocates for a different perspective
rebellious	is finding their way
stubborn	persistent, determined, steadfast
talkative	enjoys communicating
tattletale	seeks justice, respects rules
unfocused	multitasks, pays attention to many things
wants attention	advocates for needs, seeks connection