



Introduction to Emotion Coaching

Mile Oak Primary School

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Aims of This Session

- Provide a brief overview of Emotion Coaching (EC) and develop awareness of the approach
- Highlight the benefits of using EC principles
- Identify key EC techniques to use

Emotion Coaching

Please could you rate your current knowledge and understanding of emotion coaching and make a note of it for later:

0 10
no understandingvery high level of understanding



Training



Research

Emotion Coaching and Brighton & Hove

@emotioncoachuk

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‘Emotions are the glue and the gunpowder of human social relations’ (Oatley and Johnson-Laird, 2014:138)

What is Emotion Coaching?

Emotion Coaching is helping children and young people to understand the different emotions they experience, why they occur and how to handle them



Why do Emotion Coaching?

Emotion Coaching is an Evidence-based Strategy based upon the work of John Gottman and colleagues

Children are better able to:

- control their impulses
- delay gratification
- self soothe when upset
- pay attention

Emotion Coached Children:

- ✓ Achieve more academically in school
- ✓ Are more popular
- ✓ Have fewer behavioural problems
- ✓ Have fewer infectious illnesses
- ✓ Are more emotionally stable
- ✓ Are more resilient

(Gottman et al., 1996)



Research by Janet Rose, Louise Gilbert and Licette Gus suggests that Emotion Coaching in community and educational settings helps:

- ✓ Children to regulate, improve and take ownership of their behaviour
- ✓ Children to calm down and better understand emotions
- ✓ Supports academic attainment
- ✓ Practitioners to be more sensitive to children's needs
- ✓ Create more consistent responses to children's behaviour
- ✓ Practitioners to feel more 'in control' during incidents
- ✓ Promotes positive relationships between adults and children

(Rose et al., 2015; Gus et al., 2017)



Feelings Matter?

Mindful moment....

- Think about how emotions were received when you were a child.
- How do you think this shaped how you view/express emotions now as an adult?

*Example: anger is not tolerated
sadness needs distraction
laughter is used during difficult times*

Behaviours

Behaviours are a communication of our *emotions*

Through our *relationships* with *others* we learn to understand our experiences and regulate our emotions

Relationships, Experiences and Environments matter to Learning



Connection in the moment

- Inside Out clip:

<https://www.youtube.com/watch?v=QT6FdhKriB8>

- Emotion coaching versus emotion dismissing
- Connect (and empathise) e.g. “I understand (that emotion). I’ve been there (i.e. know that feeling, not the situation)”.
- Empathy is not about condoning the behaviour!



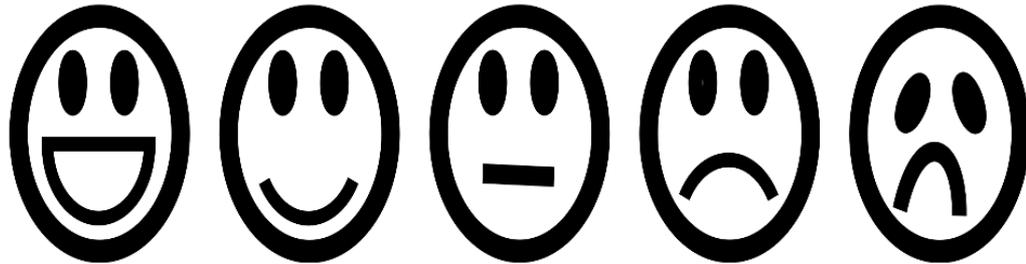
Adult Emotional Regulation

- Adults need to be aware of their own emotional response **before** trying to help others with theirs. Just like the safety advice given on planes:

"Put on your oxygen mask before Trying to help others".



Adults' Different Styles in Dealing with Emotions



- Emotion Dismissing
- Emotion Disapproving
 - Laissez-Faire
- **Emotion Coaching**

The Feeling and Thinking Brain



<https://www.youtube.com/watch?v=qFTljLo1bK8>

Emotion Coaching involves:

- Teaching children about the world of emotion '*in the moment*'
- Giving children *strategies* to deal with ups and downs
- Accepting negative emotions as *normal*
- Using moments of negative behaviour as *opportunities for teaching*
- Building *trusting and respectful relationships* with children



What this means in practice

What is Emotion Coaching ?

EC helps children to *understand* the different *emotions* they experience, *why* they occur and *how* to handle them (Gottman and Declaire, 1997)

- **Step 1**

Recognising the child's feelings and empathising with them

- **Step 2**

Validating the feelings and labelling them

- **Step 3**

Setting limits on behaviour (if needed)

- **Step 4**

Problem-solving with the child

- External Frameworks
- External regulation



Sanctions and Rewards

- Internal Frameworks
- Internal regulation



Emotion Coaching

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

Be a **STAR**



STOP - don't act or react straight away.



THINK - what is going on for the child right now? What feeling might lay underneath the behaviours I'm seeing?



ATTUNE - yourself with that feeling by putting yourself in the child's shoes and maybe



REFLECT - What would be an equivalent situation for you that could cause you to feel that way?

Step 2: Label and validate the feelings

- Use words to reflect back child's emotion and help child to label emotion

'I can see that you get angry when that happens. I would feel angry if my work had been lost. It's OK to feel like that'

- Simply observe – saying what you see rather than asking probing questions to which young people might not know answer

'I've noticed you're looking around at the others who are working on their projects. I wonder if you might be feeling nervous right now about whether your work will be ok.'

- Telling the child that you understand their emotional situation and that you don't blame (you are focussing on what they are feeling and not just on their behaviour) is believed to help sooth and calm.

Step 3: Setting Limits (if needed)

- State the boundary limits of acceptable behaviour (use positive limit setting)
- Make it clear certain behaviours cannot be accepted.
- ALWAYS retain child's self-dignity



'You're angry that I've taken away your phone... but these are the rules everyone has to follow ... I will keep it safe for you' (Rose, 2014)

Step 4: Problem Solving with the Child

When the child is calm and in a relaxed, rational state:

- Explore the feelings that give rise to the behaviour/problem/incident
- Scaffold alternative ideas and actions that could lead to more appropriate and productive outcomes
- Empower the pupil to believe s/he can overcome difficulties and manage feelings/behaviour.

“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 what we said before”



Remember.....

If a child cannot read, we teach
If a child cannot swim, we teach
If a child cannot multiply, we teach
If a child cannot behave, we.....

Adapted from John Lerner



Key texts supporting Emotion Coaching

- Gottman, J and Declaire, J (1997) *Raising an Emotionally Intelligent Child*. The Heart of Parenting. New York: Simon and Schuster.
- Siegel, D. J. & Bryon, T.P. (2011) *The Whole-Brain Child*. Constable & Robinson Ltd. London.

Questions? Comments?



Evaluation

Please could you rate your knowledge and understanding of emotion coaching now:

0..... 10
no understandingvery high level of understanding

On your initial post-it note please could you write your Second rating – there are now two - one at the start of this presentation and the one after!

Interested to know more?

- Option for some parents and carers to explore EC further in weekly group workshop here at school with Hilary (EP)
- If interested in requesting a place, please talk to Holly (SENCo)
- Sessions will start 2nd week after half-term
 - Thursday 5 March, 9:00 a.m., for 1 hour,
 - for 4 weeks (each Thursday morning in March)