



**Cognus**  
No Limits on Learning

Supporting regulation at home  
Park Hill Junior School

Dr Joe Lettington  
Educational Psychologist

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Educational Psychology

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**Emotion Coaching** <sup>UK</sup>  
a way of being, a way of becoming

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## Emotional regulation

Emotional regulation is the ability to understand and manage emotions in a balanced and healthy way. It enables children to recognise their feelings, stay calm in difficult situations, and express themselves in ways that are constructive and appropriate. This helps them face challenges thoughtfully, rather than acting impulsively or becoming overwhelmed.

For parents, emotional regulation involves not only guiding children in developing these skills but also modelling them in your own behaviour.

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Who made a difference to you during your childhood?

What did they do?

How did they make you feel?

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"they were interested in me"

"they listened to me"

"they accepted me as me"

"they took me seriously"

"lots of positive interactions with us"


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## What is Emotion Coaching?


Emotion Coaching is an approach taken by adults *in the moment* to help children/young people to understand the different emotions they experience, why they occur and how to handle them.

Emotion coaching clip (3mins)  
<https://www.emotioncoachinguk.com/for-professionals>



**Emotion Coaching**

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## Emotion Coaching


A **universal approach** to support children and young people to **understand their feelings**.

*'Emotion Coaching helps children and young people to understand the different emotions they experience, why they occur and how to handle them'*

Gottman (1996)




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## Emotion Coaching is a relational approach which develops internal regulation

- External Frameworks
- Internal Frameworks
- External regulation
- Internal regulation



**Sanctions and Rewards**

Behaviour Management Policy



**Emotion Coaching**

Behaviour Regulation Policy

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## Anger Iceberg

Sometimes when we are angry, there are other emotions under the surface

Icebergs are giant floating pieces of ice found in the coldest parts of the ocean. What you can see from above is just a tiny part. Most of the iceberg is hidden under the surface.




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## How do we develop the ability to regulate our emotions?

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## How do we learn to regulate our emotions?

Initially via the adult **physically** soothing and comforting the child.


By positive **emotional** experiences and empathy ('co-regulation' by another person)

We learn to **self-soothe** and **self-regulate** from our **ongoing** relationships with parents **and** significant others

Attachment responses are social learning processes

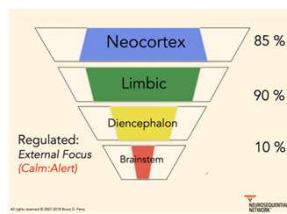
Note: Temperament also plays a role.

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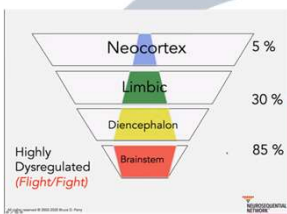


## Brain responses to stress

Dr. Bruce Perry



Regulated:  
External Focus  
(Calm/Alert)



Highly Dysregulated  
(Fight/Fight)

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Styles of emotions






- Emotion Coaching
- Emotion Dismissing
- Emotion Disapproving
- Laissez-faire

! Pause – think of a child and now relate the next few steps to this pupil

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Emotion Coaching styles






<p><b>Emotion Coaching</b> High empathy High guidance</p>	<p><b>Disapproving</b> Low empathy High guidance</p>
<p><b>Laissez Faire</b> High empathy Low guidance</p>	<p><b>Dismissing</b> Low empathy Low guidance</p>

[www.talaris.org/spotlight\\_parenting\\_styles.htm](http://www.talaris.org/spotlight_parenting_styles.htm)

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Disapproving style



“There’s nothing to be afraid of in your room, just go to bed and go to sleep”

- Disapproves of negative emotions
- Lacks empathy
- Straight to ‘telling off’
- Tries to get rid of negative emotions
- Focuses on the behaviour rather than the emotions
- Often motivated by need to control and regain power and/or to ‘toughen up’ child

Any more examples?

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Dismissing style

“[something gets broken] There’s no need to cry about it, I’ll buy you a new one”

- Uncomfortable with negative emotions
- Wants negative emotions to go away quickly and thinks that giving attention to such emotions will make them worse
- Tries to stop negative emotions by reducing/ minimising/ making light of their importance /significance
- Often motivated by need to rescue and make things better, fix the problem e.g. ‘have a biscuit’, ‘I’ll buy a new one’, ‘you need to do this’

Any more examples?

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Effects of disapproving and dismissing styles




- Child learns ‘what I am **feeling is not right**, my assessment of the problem is **wrong**, I must not feel this way’
- Child does **not learn to trust own feelings** affecting decision-making
- Not given **opportunities to experience** emotions and deal with them effectively so grow up unprepared for life’s challenges
- Not given opportunities to **self-regulate or problem-solve**
- Can lead to **suppression of natural emotions**, less or lack of self-regulation, reliance on distraction to get rid of emotion
- Generates **more negative feelings** - resentment, guilt, shame, anger

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Laissez-faire style



“I’m sorry he took the book that your were reading”

- Accepts all emotional expression from the children
- Offers comfort to the child experiencing negative feelings
- Offers little guidance on behaviour and does not set limits
- Does not teach the child about emotions
- Does not help children solve problems
- Believes there is little you can do about negative emotions other than ride them out.

Any other examples...?


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Example - Using the skills

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Activity – Role play




Scenario: Danielle is a Year 10 student who is feeling worried about her mock exams. It is the second morning of mocks, and even though she managed well yesterday, she seems to be very anxious today. Her form tutor as noticed that she is not sitting chatting with her friends like she normally would during form time

**Disapproving**  
 Teacher: What's wrong Danielle?  
 Danielle: I'm really worried about my Maths exam.  
 Teacher: There's no need to be worried, you've revised haven't you?  
 Danielle: Yes  
 Teacher: And you felt like your exams yesterday went well?  
 Danielle: I suppose  
 Teacher: Nothing to worry about then?

**Dismissive**  
 Teacher: What's wrong Danielle?  
 Danielle: I'm really worried about my Maths exam.  
 Teacher: It'll be over before you know it!  
 Danielle: Hmm  
 Teacher: You're a clever girl, I'm sure you'll do well  
 Danielle: Hmm

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**Laissez Faire**  
 Teacher: What's wrong Danielle?  
 Danielle: I'm really worried about my Maths exam.  
 Teacher: I can see you're worried. Is there anything I can do to help?  
 Danielle: (shrugs)  
 Teacher: A bit of worry is a good thing!  
 Danielle: Ok  
 Teacher: I know you'll be fine. Better get your things packed up otherwise you'll be late.

**Emotion Coaching**  
 Teacher: Danielle, I think that something's not quite right with you today – can you tell me about it?  
 Danielle: I'm really worried about my Maths exam.  
 Teacher: It's normal to feel worried before exams and a bit of worry is a good thing because it helps you to focus.  
 Danielle: (shrugs)  
 Teacher: Deep breathing can be really helpful when you feel worried. Shall we try together?  
 Danielle: Yes  
 They do some deep breathing  
 Teacher: What might help you calm down next time you feel like this?


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How to Emotion Coach



Think about a time when you have found it difficult to manage your child's emotions and behaviour.  
 Hold it in mind, as we're going to keep coming back to it!

- 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-solve with the child**



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Putting it together




1. 'I understand how you feel, you're not alone'
2. 'This is what is happening, this is what you're feeling'
3. 'We can't always get what we want'
4. 'We can sort this out'



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"Connect before correct"



- Need to genuinely empathise with the child/young person from their point of view.
- This doesn't mean agreeing with them, just viewing things from their perspective
- Recognise all emotions as being natural and normal
- Recognise behaviour as communication
- Look for physical and verbal signs of the emotion being felt
- Take on the child/young person's perspective

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Containment

## CONTAINMENT

@LINDSAYBRAMAN  
@ALLENDERCENTER

**CONTAINMENT**  
is key to secure attachments.

**IT TAKES:**

- COURAGE
- IN LIDUM
- BOUNDARIES
- SELF AWARENESS

**LIKE CATS, WE LOVE holding spaces with boundaries.**

**EMPATHY ALONE doesn't contain**

**CONTAINMENT** comes through attuned care.



**CONTAINMENT LOOKS LIKE:**  
being able to trust someone.

- can offer us support
- like mental space for us.
- has time for us.
- isn't distracted when they're with us.
- sets & holds clear boundaries



**Mother/carer container**  
Mother receives, engages, modulates infant's communications, evacuations, distress and hands them back in a tolerable form.

**Child - contained** Infant has a primary experience of active holding in mother's mind, thus trust between self and another can begin to Develop.

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Any questions

Final thoughts

Thank you!

  
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