



Training



Research

Emotion Coaching UK Research Learning Day

Saturday 3 July 2021



[@emotioncoachuk](https://twitter.com/emotioncoachuk)

www.emotioncoachinguk.com

RESEARCH LEARNING DAY

SUMMARY

Contents

WELCOME	3
UK RESEARCH INTO EMOTION COACHING: Beginnings and Context	4
THE PRESENTERS	5
PRESENTATION OUTLINES	10
MARIANNE DOONAN	11
TITLE: Evaluation outcomes from an Emotion Coaching Action Research Project as part of an Attachment Aware Trauma Informed project in North Yorkshire. (Research completed with Clare Stephens)	11
JO DAVIES	14
TITLE: Emotion Coaching as an approach to promote the emotional resilience and cognitive regulation of disadvantaged Key Stage 2 (KS2) children within writing lessons.	14
DR KIRSTEN KRAWCZYK	15
TITLE: The impact of Emotion Coaching on school staff in a primary school.	15
DR APRIL ROMNEY	18
TITLE: Facilitators and barriers to implementing Emotion Coaching in mainstream primary schools.	18
LICETTE GUS	20
TITLE: Developing health professionals’ use of Emotion Coaching to support the social, emotional, and mental health development of children and families in Northamptonshire.	20
DR LOUISE GILBERT	23
TITLE: Getting started with Emotion Coaching research as a practitioner in the workplace setting.	23
WILLIAM STACY	24
TITLE: Analysing the Professional Emotion Coaching Questionnaire.	24
DR NALAN KURU	26
TITLE: Impact of Emotion Coaching Communication Training on the Lives of Preschool Teachers and Mothers: Sharing An Experience.....	26
NICKY SHAW	28
TITLE: Moving from Behaviourism to an Emotion-Regulation approach in a nursery.	28
CAPTURING THE CHILD’S VOICE IN EMOTION COACHING RESEARCH	30
IN CONCLUSION, SOME REFLECTIONS...	34
CITATION	35

WELCOME

As we started to engage in research into the application of Emotion Coaching into schools and community settings, sharing our findings and supporting others to do so, Dr Janet Rose, Dr Louise Gilbert and myself dreamed of a day when there would be sufficient completed research to have a day solely devoted to the sharing of this research with others. This day has arrived!

Part of Emotion Coaching UK's remit is to support the use of Emotion Coaching in community settings; we do this through our various training offerings. Training is only half of the story; we are acutely aware of the need to support the development of an evidence base for an Emotion Coaching approach both at individual and systemic levels in schools and other community settings. Emanating from John Gottman's seminal longitudinal study, the evidence base for an Emotion Coaching approach in family work is strong, the translation of Emotion Coaching into educational and community settings is growing stronger.

We strive to engage in ethical, rigorous and valid research into aspects of Emotion Coaching and also to support our community to engage in quality research as part of their everyday professional practice. Small but quality research, often completed by a single researcher, is an important contributor to the development of an evidence base. This type of research has its own validity as it is firmly grounded in practice (which can be messy), yet can be overlooked or not shared widely. These pieces of focussed research can have a cumulative effect and have the potential to form a strong body of robust research directly applicable to educational and community settings. This research learning day covers the whole range of research we imagined practitioners would engage in to support the use and understanding of Emotion Coaching in community settings: County-wide research to address the needs and progress of Looked After Children in education and the training of health professionals to reduce the impact of ACES in the families they support. School level research has looked at facilitators and barriers to implementing Emotion Coaching in schools and its impact on staff wellbeing. At the individual level, researchers have investigated how Emotion Coaching impacts nursery aged children's emotional identification, understanding, responses and self-regulation; disadvantaged children's emotional resilience and cognitive regulation in primary schools; and the lives of pre-school parents and mothers.

Our research learning day is not only focussed on the outcomes of research. There is also a focus on 'how' we might do our own Emotion Coaching research in professional settings. How to set up a practical but rigorous research project in your work setting and dealing with quantitative data generated from an established measure used in Emotion Coaching research are also addressed. A variety of research methodologies are articulated throughout ranging from longitudinal to case studies. Various measures are highlighted which all resonate with what the researcher was attempting to investigate and are context dependent.

This day is a snapshot of many hours work conducted by educational and community practitioners. They have engaged in serious, meticulous research underpinned by a common desire to improve the lived experiences of children and young people in the settings in which they work.

Licette Gus

UK RESEARCH INTO EMOTION COACHING: Beginnings and Context

The Emotion Coaching UK journey began in 2010 as a small pilot project based at Bath Spa University. We had encountered the work of John Gottman and his colleagues as parents and saw a valuable opportunity to explore the application of the Emotion Coaching parenting style for use in professional contexts, such as schools and early years settings. We managed to acquire a small sum of money funded by a local council and the Melksham 0-19 Resilience Project was born. Dr Louise Gilbert and I worked with a colleague to invite primary, secondary, children centres and youth centres to participate along with a range of different professionals (teachers and teaching assistants, health visitors, social workers, family support workers, early years practitioners, SEN coordinators, inclusion officers, parents and police officers). Training in Emotion Coaching took place comprising an initial training session along with follow-up workshops. Different materials and training models were used for different contexts. For example, the youth programme involved training not just the youth workers but young people directing of peer mentors who used Emotion Coaching to support their peers during incidents ultimately helping to reduce the need for a police response. A range of methods were used to collect data, which included case studies and developing a practitioner version of the meta emotion philosophy measure used by the Gottman research.

The results were extremely positive. We were able to show how Emotion Coaching effectively changed practitioners' practice, improved children's behaviour and supported practitioners' own ability to self-regulate. The data revealed Emotion Coaching as a useful and practical tool for practitioners to help children to regulate, improve and take ownership of their behaviour leading to a de-escalation and reduction of incidents. The participants testified to how the use of Emotion Coaching promoted more positive relationships and helped both practitioner and pupil to feel calmer, and to better understand their emotions. Practitioners and parents noted that they became more empathic and sensitive to children's needs, become more consistent in their response to behaviour and felt more 'in control' during incidents. This research then led to several other projects such as the Somerset Wellbeing Project and the Attachment Aware Schools pilot projects which endorsed and built on the findings from the pilot project. Independent evaluations such as those from the Rees Centre at Oxford University also echoed the findings from the pilot. Louise then went on to do her doctoral research with participants from the pilot culminating in her influential and innovative Model of Engagement framework to reflect practitioners' own Emotion Coaching journeys.

Dr Janet Rose

THE PRESENTERS

DR JANET ROSE



Dr Janet Rose is currently Principal of Norland College, a specialist early years higher education institution. Prior to this, she worked at as a primary teacher and then at several universities leading undergraduate and postgraduate degree programmes, becoming an Associate Professor and Reader in Education at Bath Spa University. Along with Dr Louise Gilbert, she led the first pilot research project on implementing Emotion Coaching into professional practice. She has also led numerous other national research projects on Emotion Coaching, attachment and trauma-informed practice and has published widely in the field. She is a co-author of Emotion Coaching with Children and Young People in Schools and is a co-founder of Emotion Coaching UK.

CONTACT: janet.rose@norland.ac.uk

MARIANNE DOONAN



Marianne Doonan is Senior Practitioner Educational Psychologist with the Virtual School (Responsible for monitoring Looked After Children and Children in Need). She sits on the Senior Leadership Team and works closely with a multi-agency team. An aspect of her current role involves working systemically with schools to roll out Attachment /Trauma/Emotion Coaching Training and supporting schools to develop action research, which embeds an aspect of practice. This includes working with the Oxford Rees Centre. Marianne works with Social Care colleagues and a CAMHS practitioner to roll out Emotion Coaching to Foster Carers and Fostering Social Workers. As a 'Lead Practitioner Trainer' with Emotion Coaching UK, she has been running the Northeast Emotion Coaching Interest Group Meeting since 2019. Because of the success of that group, Marianne initiated a Trauma/Emotion Coaching school interest group for all North Yorkshire schools to further support sharing best practice. She is passionate about sharing good practice, life-long learning and working from an evidence base. In 2021, she published research on the Attachment/Trauma/Emotion Coaching training project, on the Attachment Research Community (ARC) website.

CONTACT: Marianne.doonan@northyorks.gov.uk

JO DAVIES



Jo Davies currently works as a Deputy Head teacher in Tamworth (with a teaching commitment) as part of the Perry Hall Multi Academy Trust. Her roles include Special Educational Needs Coordinator (SENDCO) , Deputy Designated Safe-guarding Lead, Pupil Premium Lead, Personal Social Health Education (PSHE) Lead, Newly Qualified Teacher Mentor and she is the Designated Teacher for Looked After Children. Working within a supportive trust, she has opportunities to lead cluster group meetings for Pupil Premium and PSHE across schools within the trust and for associate schools. Her school is proud to be an accredited Emotion Coaching Organisation and she thoroughly enjoys her role as an Emotion Coaching Practitioner Trainer including being part of the ECUK Community. Jo feels it is an absolute privilege to be part of the teaching profession in which she can pursue a relentless focus on addressing educational disadvantage and creating a clear culture of inclusivity through an empathic approach to high quality teaching.

CONTACT: [DHT/SENCO Mainstream Primary j.davies@perryhallmat.co.uk](mailto:j.davies@perryhallmat.co.uk)

DR KIRSTEN KRAWCZYK



Dr Kirsten Krawczyk is an independent child and educational psychologist and over her career has worked in educational, forensic, and clinical settings. Kirsten is a Lead Practitioner Trainer with Emotion Coaching UK and has been dedicated to furthering the reach of Emotion Coaching as a strategy and ‘way of being’. Kirsten’s doctoral thesis centred on the use of Emotion Coaching in a primary school setting and is in the process of publication. In 2019-2020, Kirsten and a colleague, led the development, planning, and delivery of a large-scale training and research programme in Emotion Coaching for 200 Public Health staff in Northamptonshire. This project was designed so that initial learning via training sessions was supported by additional coaching sessions which aimed to develop staff members’ self-reflection skills.

CONTACT: drkpsychology@icloud.com

DR APRIL ROMNEY



Dr April Romney is currently working as an Educational Psychologist (EP) in Staffordshire's Educational Psychology Service (EPS). Prior to becoming an EP, she worked in a range of roles with children and young people including: programme facilitator of offending behaviour programmes with HM Prison Service and Young Offenders Institutes; secondary science teacher in Walsall; pastoral support assistant at a secondary school in Walsall; psychology assistant for reducing school exclusions with Northamptonshire EPS. April is committed to promoting equality and inclusion, including promoting the voices and rights of the most vulnerable children and young people. She is currently an Associate of the Division of Educational and Child Psychology and as part of this role she is involved in two working groups. One group is considering the ethics and practice of using of psychometric assessments. The other group is working towards producing guidelines for schools about supporting children and young people with attention difficulties without the use of medication.

CONTACT: april.romney@staffordshire.gov.uk

LICETTE GUS



Licette Gus is an educational psychologist, co-founder and Managing Director of Emotion Coaching UK. She has developed and worked on a number of projects to introduce and develop use of Emotion Coaching in systems and everyday practice including individual and groups of schools in the UK and Europe, and also Public Health England Commissioned Projects. Licette has actively engaged in research relating to the application of Emotion Coaching in educational and community settings. She has presented these results at conferences and published in peer reviewed journals and other fora. Along with Louise Gilbert and Janet Rose, Licette co-authored the foremost text relating to the application of Emotion Coaching in community settings: *Emotion Coaching with Children and Young People in Schools: Promoting Positive Behaviour, Well-being and Resilience*.

CONTACT: licettetgus@gmail.com

DR LOUISE GILBERT



Dr Louise Gilbert is Research Lead at Emotion Coaching UK. She has worked in health and education and is a co-founder of Emotion Coaching UK. She was involved in the creation and delivery of the original UK Emotion Coaching research project, implementing a sustainable, community-wide, cross-disciplinary approach to promote children's well-being and resilience. Louise's doctoral research investigated the practitioner experience of Emotion Coaching, proposing a model of Emotion Coaching engagement and a spectrum of use to guide training and evaluation. Emotion Coaching projects have been successfully replicated, nationally and internationally, in local authorities, schools and community-based settings and adapted to train school peer-mentors, parent groups and specialist groups in health and social care. Louise has presented to national and international audiences and is involved in training multidisciplinary and specialist groups. Louise supports practitioners to develop their research acumen to promote setting-based projects. She has co-authored papers published in national and international journals, edited books and co-written two books, the most recent titled *Emotion Coaching with Children and Young People in Schools*.

CONTACT: louisegilbert.ec@outlook.com

WILLIAM STACY



William Stacy is currently an Honours Psychology student at the University of Adelaide. He has been working with Emotion Coaching UK for 2 years as a research assistant. His work with ECUK has been focused on quantitative analysis of the Professional Emotion Coaching Questionnaire. His work on the PECQ has covered dealing with missing data through multiple imputation techniques.

CONTACT: willstacy35@gmail.com

DR NALAN KURU



Dr Nalan Kuru is an associate professor at Uludag University Faculty of Education in Turkey. She completed her Masters and Doctoral studies in the Department of Preschool Education of Marmara University Institute of Educational Sciences in Turkey. Nalan then completed her post doctorate studies in Canterbury University Research Centre for Children Families and Communities in the UK. Her specialty area is early childhood education. Nalan's focus in this field is on social emotional development, social skills, self-perception, and the role of emotions in learning. She is a Practitioner Trainer of Emotion Coaching UK and provides various trainings in Turkey called "Emotionally Friendly Teaching & Parenting" for preschool teachers and parents. Nalan has been carrying out studies at both academic and practical levels as part of her translation of the Emotion Coaching Approach to pre-school education institutions in Turkey.

CONTACT: [Bursa Uludag University-Turkey nalankuru@gmail.com](mailto:nalankuru@gmail.com)

NICKY SHAW



Nicky Shaw is an Early Years Teaching Fellow at Strathclyde University and the course leader for the BA Childhood Practice degree. After graduating with an Honours degree in Sociology/Psychology, Nicky initially worked as a play leader in out of school care, preschool, and playgroup settings. She has been a primary teacher, nursery teacher and children's centre manager, teaching across local authority and private sectors. Nicky graduated with the MEd Early Years Pedagogue degree completing a research project with a Dissertation Title of "Emotion Coaching: Moving from Behaviourism to Nurture in a Nursery Class". She is currently completing a PhD, with a research project focusing on supporting the development of sustained empathic practice in the early years' workforce. This research considers the relationship between personal emotional constructs, emotion regulation and empathic early years practice.

CONTACT: nicky.shaw@strath.ac.uk

PRESENTATION OUTLINES

MARIANNE DOONAN

TITLE: Evaluation outcomes from an Emotion Coaching Action Research Project as part of an Attachment Aware Trauma Informed project in North Yorkshire. (Research completed with Clare Stephens)

PRESENTATION SUMMARY:

Who /What was the focus of my inquiry related to this presentation? (Subject)
Evaluation of outcomes from Emotion Coaching Action Research as part of an Attachment Aware, Trauma informed project in North Yorkshire. The Emotion Coaching element of the action research was part of a bigger study including other approaches such as Circle of Adults.
The impact I thought Emotion Coaching would have on my subject or what I wanted to find out (Research question)
<p>This study aims to add to the evidence base in this area and explore impact of Emotion Coaching on:</p> <ul style="list-style-type: none"> • Professional practice • Adults’ confidence in practice, specifically in the areas of Emotion Coaching • Adult self-awareness and self-regulation via Emotion Coaching • Adult confidence in discussing child emotional well-being • Adult confidence in dealing with and understanding the meaning behind challenging behaviour • Perception of impact of Emotion Coaching on child behaviour • Perception of benefit to schools • Challenges and barriers
How would I notice this? (What measures/records would I take)
<ul style="list-style-type: none"> • <u>Training evaluations:</u> (Qualitative and quantitative). We used the quantitative data and the qualitative data to ‘fine hone’ the training delivery. • <u>Time samples</u> used at coaching sessions over a period of time T1, T2 and T3 Quantitative elements were used. • <u>Emotion Coaching Exit Questionnaires:</u> (Qualitative and quantitative elements were used.
What did I do? (Method)
<p><u>Methodology</u></p> <p>An action research design was selected for the project, as a whole, based on the RADIO model (Timmins, et.al., 2003) because of its capacity to bring action, reflection theory and practice together in participation with others in the pursuit of practical solutions to pressing concerns (Reason and Bradbury, 2006). This also recognises the cyclical nature of the project, as research to complement the development of practice and application of theory</p>

(Kelly, P. et al., 2020). A mixed-methods approach was used with the Emotion Coaching element. Qualitative and quantitative data was collected from school staff after training and at three time points during the action research. Ethical issues are addressed to safeguard all participants following BPS guidance (BPS, 2018). A hybrid inductive and deductive approach, using thematic analysis (Braun & Clark, 2006), was selected to illuminate perceptions of the Emotion Coaching approach.

What happened? (Results)

Quantitative Results

As of March 2020, 709 participants completed the Emotion Coaching Exit Questionnaire. Results showed that over 94% of participants 'agreed' or 'strongly agreed' that the training session raised their understanding and knowledge of Emotion Coaching.

These results suggest that participants' understanding and knowledge of Emotion Coaching increased due to this training in line with the aim of this training.

Following training, three coaching (Champion) sessions were delivered by a Virtual School EP to groups within each school. Data was collected at three time points within the project (T1 = start of the project, T2 = midpoint and T3 = the end of the project). There was an average period of 16 weeks between T1 and T3. 177 participants from 17 schools (14 Primary schools, 2 Special and 2 Pupil Referral Sites) contributed to time samples. Analysis suggests a statistically significant change (between T1 and T3) in adult confidence in discussing emotional wellbeing with children, self-awareness and self-regulation of their own emotion and confidence in their use of Emotion Coaching. Although the mean number of successfully resolved incidents increased between T1 and T3, this change was not statistically significant.

128 participants (94 from primary schools and 34 from special schools) completed an Emotion Coaching Exit Questionnaire, which gathered qualitative and quantitative data. Results suggest that:

- 93.75% of participants felt that Emotion Coaching had a positive impact on professional practice, and
- 75% perceived a positive impact on child behaviour.

Qualitative Results

Themes that emerged from thematic analysis:

- Whole-school approach is necessary to be truly effective
- Be willing to make mistakes
- The meta emotional philosophy of the adult is related to their commitment to use the approach
- Self-reflection and self-regulation are essential
- A strategy and an approach to help adult and child to remain calmer changes adult behaviour
- Positive impact on child self-understanding, self-regulation & well-being
- Emotion Coaching as a 'tool of empowerment' increases adult confidence
- The structured approach provides psychological containment for the adult

- Emotional well-being of the adult, and self-care is important
- Potential impact at individual, interpersonal and system level
- When embedded the Emotion Coaching approach can be incorporated with other approaches
- Emotion Coaching is a vehicle to build stronger trusting relationships
- Ongoing reflection is key for impact
- Perceived Barriers to success: Time, balancing demands, staffing ratios, physical space, tight budgets
- Competing behavioural approaches can cause tensions

Personal learning/Reflections (Next steps and/or what you'd do differently or the same next time)

If you have, a chance, run a pilot study first to try out evaluation tools. This would help you to 'iron out' any 'glitches'. This was a 'rolling programme', so make sure you have clear 'cut-off points' for collecting certain data, otherwise it can become confusing, and you can feel like you are 'drowning in data'. We had more evaluation data than we used, so think carefully about what you need/what it is for and make sure that your tools gather all the information you want. Do not try to do too much and be realistic in your aims. Where possible set time aside for the evaluation of data component e.g. coding as this takes up a lot of time.

I would like to gather more information in relation to the voice of the child next time.

The findings from this research have influenced the on-going development of the project in schools. I nominated one of the schools involved in this project for an award. The school became an Emotion Coaching organisation and has now been awarded a best practice award from the Attachment Research Community.

JO DAVIES

TITLE: Emotion Coaching as an approach to promote the emotional resilience and cognitive regulation of disadvantaged Key Stage 2 (KS2) children within writing lessons.

PRESENTATION SUMMARY:

Who/What was the focus of my inquiry related to this presentation? (Subject)
Writing/vulnerable children
The impact I thought Emotion Coaching would have on my subject or what I wanted to find out (Research question)
To primarily diminish differences in attainment and progress of writing through developing emotional resilience and cognitive regulation.
How would I notice this? (What measures/records would I take)
Tracking and monitoring the following: reflective logs, case studies, attendance data, behaviour incidences and formative and summative assessments.
What did I do? (Method)
Implemented and embedded Emotion Coaching across the school through ongoing planning, training, and monitoring.
What happened? (Results)
Quality of teaching significantly improved, and differences diminished in KS2 in writing, behaviour incidents and attainment. The children's needs were better met through an empathic approach to teaching. We also became an Emotion Coaching Organisation and were one of the first schools in Staffordshire to achieve the attachment and trauma award.
Personal learning/Reflections (Next steps and/or what you'd do differently or the same next time)
Emotion Coaching is firmly embedded in our school, and I am immensely proud of the whole team across school. Emotion Coaching is our way of being. However, I need to continue to provide ongoing training and support to ensure it is maintained. I hope to do further work with parents when time allows as I have been studying for my NASENCO qualification.

DR KIRSTEN KRAWCZYK

TITLE: The impact of Emotion Coaching on school staff in a primary school.

PRESENTATION SUMMARY:

Who/What was the focus of my inquiry related to this presentation? (Subject)
School staff-senior leaders, teachers, teaching assistants, lunchtime supervisors and administrative staff.
The impact I thought Emotion Coaching would have on my subject or what I wanted to find out (Research question)
<p>Senior school staff requested support to help adults in the school manage pupil behaviour more effectively. Emotion Coaching was selected as a method that could help increase school staff members' understanding of behaviour as communication. I was also interested in staff members' cognitive and affective job satisfaction (since job satisfaction is linked to cynicism, which can be a barrier to empathy).</p> <p>In order to study this, I considered the following questions:</p> <ul style="list-style-type: none">• What the impact of Emotion Coaching training would be on primary school staff members' cognitive and affective job satisfaction? It was posited that Emotion Coaching would support the class teachers to experience a greater level of job-satisfaction; Emotion Coaching principles would support and develop their skills in working with children more effectively, (Rose et al., 2016c).• What would school staff members' perceptions be of the appropriateness of Emotion Coaching in a primary school setting?• What are the barriers and enabling influences in implementing Emotion Coaching in the school setting as perceived by two staff members, the head teacher and deputy head teacher?
How would I notice this? (What measures/records would I take)
In order to address the research questions, a pragmatic approach was adopted which followed an Mixed Methods Research (MMR) design. I considered what I brought with me to the research, background knowledge, values and ideas that influenced what was observed (Robson, 2011). A case study methodology was used.
What did I do? (Method)
The entire school staff attended an In-service Training (INSET) day training on Emotion Coaching. This included 80 school staff members who became the "primary participant group."

From the primary participant group, two staff members were recruited to take part in additional sessions where they were supported further in their implementation of Emotion Coaching. This included observation of Emotion Coaching implementation followed by debriefing discussions (x5 sessions), as well as the engagement in a semi-structured interview (x1 session) related to the experience of engaging with the research and to provide additional clarity to the research findings.

The primary participant group completed pre- and post- training Emotion Coaching Training Questionnaires. Post questionnaires were completed immediately following the training and also 1 month post training). These included questionnaires on cognitive and affective job-satisfaction, general opinions of the training and Emotion Coaching use following the training.

Semi-structured interviews with two core staff members and senior leaders provided an opportunity to explore participants' worldview by trying to understand their lived experiences (Gray, 2014). This interview method was selected over others due to its usefulness in being able to develop an interview schedule that related to my research questions, but which also allowed a level of flexibility, such that I could ask for greater detail or clarity in responses received, in the moment and as necessary (Robson, 2011).

The research was completed using a hybrid thematic analysis (TA), a frequently used procedure for analysing qualitative data. This approach involves identifying, studying and reporting patterns within a data set that are important for describing the phenomenon that is being analysed. These patterns are referred to as themes (Braun and Clarke, 2006; Boyatzis, 1998).

What happened? (Results)

The data suggested an association between affective job satisfaction and cognitive job satisfaction for the participants. Higher levels of affective and cognitive job satisfaction were associated with higher levels of positive affect and lower levels of negative affect. Lower levels of affective and cognitive job satisfaction were associated with lower levels of positive affect and higher levels of negative affect.

The results indicated that cognitive and affective job satisfaction were influenced by levels of occupational stress, with the length of time an individual had worked in the environment accounting for a small percentage of the variance in job-satisfaction and negative affect. Further, despite limitations of the data, there was a potential for staff characteristics, such as age and profession, to have an influence on job satisfaction levels,

There did appear to be an association between increased feelings of frustration for staff members related to a desire to support children in school, against the time pressures and work demands expressed by the 'core' primary participants.

Finally, it seemed that while cognitive job satisfaction and affective job satisfaction appeared to measure different constructs, they did appear to interact in an associated manner, through the trends observed in the data. However, the associated interactions

appeared variable, with no clear pattern established in the data for the staff. This meant that what appeared to relate to high levels of job-satisfaction for one staff member, did not for another. This may suggest that there were constructs related to job-satisfaction that were not measured quantitatively in the research. Further, what is considered satisfying in work, could be a relatively unique and individual expression of individual attitudes, life experiences, resilience, and personal preferences.

In considering the appropriateness of Emotion Coaching in a primary school setting, a month after Emotion Coaching training, 97.4% staff stated that they would recommend Emotion Coaching to parents and primary school teachers. Through the triangulation of qualitative and quantitative data it is suggested that Emotion Coaching was considered to be a useful strategy that a majority of participants would recommend to other primary school staff and parents. However, the likelihood of Emotion Coaching being used appeared to be affected by staff members' understanding of whether this constituted a priority of senior staff, even if Emotion Coaching were perceived as a strategy that worked and appeared to provide some level of job satisfaction.

Further, in order for one-off training to be effective and embedded within practice, additional support is likely to be required (Cagran and Schmidt, 2011). It appeared that Emotion Coaching provided a framework that staff members considered to be interesting and informative, as well as a strategy that provided an increased positive affect at work.

Participants expressed attitudes that ranged from considering Emotion Coaching to be a universally useful approach, to it being an approach that might be harnessed more selectively because certain children might be viewed as "beyond" the help that participants considered attuned interactions and connections could offer. The data also suggested that participants identified a need for time in which to reflect on their own practice and emotions, as well as those of the children they were working with. However, opportunities for reflection were limited as a result of other priorities. Therefore, it could be suggested that the appropriateness of Emotion Coaching may have been reduced as a result of time constraints and limitations inherent to competing demands integral to working in a primary school setting.

Personal learning/Reflections (Next steps and/or what you'd do differently or the same next time)

The research findings guided all of my further work in Emotion Coaching in schools. It resulted in a project for the National Health Service (NHS) being run with 3 follow-up sessions as standard after a full day or two-day initial training session.

DR APRIL ROMNEY

TITLE: Facilitators and barriers to implementing Emotion Coaching in mainstream primary schools.

PRESENTATION SUMMARY:

Who/What was the focus of my research? (Subject)
Exploring the facilitators and barriers to implementing Emotion Coaching following whole-school training in mainstream primary schools.
What were my research questions?
1. To what extent and in what ways is Emotion Coaching considered useful to school staff? 2. What factors are perceived by school staff to be the facilitators and barriers to the effective implementation of Emotion Coaching in their schools?
What previous research and theories informed my research?
<ul style="list-style-type: none">• Emotion Coaching research in educational contexts• Implementation science• Training transfer• Effective continuing professional development programmes in schools
What did I do? (Method)
My research used a sequential two-phase design. Phase 1 involved an online questionnaire for staff (n=40) across six primary schools which explored their views of Emotion Coaching. The second phase involved a more detailed examination of Emotion Coaching in two case study schools. Semi-structured interviews were conducted with staff from a range of roles in each school, including head teachers, to undertake a detailed exploration of their views of Emotion Coaching and its implementation.
What were the results?
The results revealed that staff overwhelmingly thought that Emotion Coaching was a useful approach for professionals. Thematic analyses undertaken separately for each school revealed that staff were finding Emotion Coaching useful in a range of situations and perceived it to be having a positive effect on children. Key facilitators to implementation included quality training, a school ethos where well-being was central and an actively engaged senior leadership team. A key barrier to implementation was the pressure faced by school staff due to time constraints and curriculum demands. However, it is acknowledged that all the results should be interpreted with caution given the potential positive bias in the sample of participants who opted to take part.
Personal learning/Reflections

My key learning from this research will influence the way in which I train and support schools to adopt Emotion Coaching as well as other approaches in my role as an Educational Psychologist. In terms of the initial training, I have learnt how important it is to include the theories underpinning Emotion Coaching and to ensure there is enough time to cover these in sufficient detail alongside time to look at scripts and practice using the approach. I have also learnt about the importance of an active approach towards implementation following initial training and the important role of leadership teams in schools.

LICETTE GUS

TITLE: Developing health professionals' use of Emotion Coaching to support the social, emotional, and mental health development of children and families in Northamptonshire.

PRESENTATION SUMMARY:

Who/What was the focus of my inquiry related to this presentation? (Subject)
An evaluation of training to develop and sustain Emotion Coaching (EC) practice across Universal Health Care Teams in Northamptonshire. This was part of a county-wide project focussed on children's resiliency and ameliorating the impact of Adverse Childhood Experiences (ACES).
The impact I thought Emotion Coaching would have on my subject or what I wanted to find out (Research question)
<p>The research project focus was: 'to investigate how the training of Health Professionals (HPs) in EC informed their everyday practices'.</p> <p>This was explored through the following questions:</p> <ul style="list-style-type: none">• How can EC training support HPs apply EC alongside their existing professional practice in order to aid learning and development?• How can EC training help HPs support families to use a relational approach in response to their children's behaviour?• How can EC training support HP develop shared communication with each other about families/children?
How would I notice this? (What measures/records would I take)
<p><u>Evaluations from initial EC training</u> (Likert scale + open-ended questions). Analysis; descriptive statistics and thematic analysis.</p> <p><u>Professional Emotion Coaching Questionnaire (PECQ)</u> to investigate changes in HPs Meta-Emotion Philosophy (MEP). Questionnaires completed at T1 and T2, n=67. Data analysed by SPSS22.</p> <p><u>Logs</u> maintained by session leaders during follow-up sessions. Analysis: thematic analysis</p> <p><u>Emotion Coaching Exit Questionnaire – version 2 (ECEQv2)</u> to enquire about the impact of EC on professional practice after a period of use and perceived supports and barriers to use (Likert Scale + open-ended questions). Analysis; Descriptive statistics + thematic analysis.</p>
What did I do? (Method)

Initial training in EC was then supported by follow-up sessions. Follow-up sessions were held in small groups and led by knowledgeable and skilled leaders. Initial training, n=186, follow-up sessions, n= 86.

Mixed methods approach was used. Data was analysed as it was gathered and then integrated so as to become interdependent in reaching the research goal.

What happened? (Results)

Attention to the 'process' (i.e. the delivery of EC knowledge and understanding) as well as the 'product' (i.e. EC use in practice) were critical for HPs to develop competence, confidence and consistency of use in professional practice.

The iterative nature of the EC training programme and the EC skill and training expertise of the programme leaders were integral to supporting changes in HPs' practice.

There were significant changes in HPs MEP; HPs became significantly more Emotion Coaching than Emotion Dismissing; $t(65) = 6.08, p < 0.001$ (two-tailed). Cohen's d statistic (0.75) indicated a medium-large effect size.

As a result of EC training, HPs believed their practice provided more effective support to families around children's challenging behaviour. They recognised that families benefitted from attuned, empathic communication, and their EC informed practice supported parent and child emotional regulation and resiliency.

HPs recognised that the simple 4-step EC framework could be used to; inform their professional practice, be shared with parents as a practical tool to help manage children's behaviours and develop parents and children's knowledge and understanding about emotions in themselves and others.

Personal learning/Reflections (Next steps and/or what you'd do differently or the same next time)

As with all research, we acknowledged the need to take into consideration the limitations as well as the strengths of this project. The questionnaires were based on self-report which may not reflect actual practice and could lead to over-reporting of beliefs or activities deemed as desirable. The workshop logs collected by follow-up session leaders mitigated against self-report to a certain extent, but these were also at risk for over-reporting desirable aspects of practice being discussed and underreporting difficulties.

The advent of COVID-19 affected the nature of work for HPs and curtailed the number of people able to attend follow-up workshop sessions within the research timeframe. Additionally, those HPs who did participate in the follow-up sessions may have been more motivated to use EC and confident in their practice compared to colleagues who did not. This disparity could lead to over recording of positive practice outcomes. Comparisons between the two-day and one-day initial training were not able to be made due to COVID-19 related insufficient follow-up sessions for the one-day training cohort.

A strength of the research is that mixed methods provided a means to combine qualitative and quantitative findings. This provided both a numerical measure of how the training of HPs in EC informed their everyday practices and well as offering explicit and nuanced details of the factors that inform the process and product of EC for HP. It provided insights into how changes in HP MEPs were manifested in practice and the extent of perceived changes to professional practice and impact on families and children.

An area worthy of future EC research could focus on the families and children EC experience. Collecting data from families and children about their experience of an HP communication style and the impact EC has upon emotional regulation and relationships with the HP and within the family would provide more evidence to assess impact of HP practice.

DR LOUISE GILBERT

TITLE: Getting started with Emotion Coaching research as a practitioner in the workplace setting.

PRESENTATION SUMMARY:

ECUK's research community is a place where practitioners, whether novice or seasoned researchers, can feel welcome and at home!

The brief presentation 'Getting started with Emotion Coaching research as a practitioner in the workplace setting' recognised that the search for the source and meaning of knowledge, truth and reality drives research (Crotty, 1998; Kincheloe, 2005; Van Manen, 2014).

However, 'being human is not a unity, not autonomous, but a process perpetually in construction, perpetually contradictory, perpetually open to change' (Belsey, 2002:119). Trying to make sense of the social world whilst being a part of it, and using recognised concepts to do so, suggests that knowledge will always be 'situated' in time, place and person, and 'embedded in the very social relations it attempts to explain and understand' (Andrews, 2012; Riessman, 2008; Smith, 1998:4). Therefore, there is an expectation and necessity that research addresses the role, style and subjectivity of involvement of participants and researchers.

Emotion Coaching UK views learning as a lifelong, recursive pursuit, involving trial and error, experience and maturation, knowledge and reflection, and listening to oneself and others. In supporting practitioner research, however small or large, we want to encourage academic rigour and celebrate learning. We have created a Research Project Proforma (downloadable from the website) for practitioners to use as a starting point and/or guide on their research journey. It is designed to be interactive and evolutionary, to guide not dictate and empower rather than hinder. We hope you find it useful.

References

- Andrews, T. (2012) 'What is Social Constructivism', *Grounded Theory Review* 1, June [Online]. Available at: <http://groundedtheoryreview.com/2012/06/01/what-is-social-constructionism/> (Accessed: 10 October 2016)
- Belsey, C. (2002) *Critical practice*. London: Routledge
- Crotty, M. (1998) *The foundations of social research, meaning and perspectives in the research process*. London: Sage
- Kincheloe, J. (2005) 'On to the next level: Continuing the conceptualization of the bricolage', *Qualitative Inquiry*, 11, pp. 323–350.
- Riessman, C. (2008) *Narrative methods for the human sciences*. London: Sage Publishers
- Smith, M. (1998) *Social Science in question*. London: Sage
- Van Manen, M. (2014) *Phenomenology of practice, meaning –giving methods in phenomenological research and writing*. California: Left Coast Press

WILLIAM STACY

TITLE: Analysing the Professional Emotion Coaching Questionnaire.

PRESENTATION SUMMARY:

Who/What was the focus of my inquiry related to this presentation? (Subject)
How to use statistical packages to analyse the Professional Emotion Coaching Questionnaire (PECQ).
The impact I thought Emotion Coaching would have on my subject or what I wanted to find out (Research question)
<p>My focus centred on how to calculate and interpret results of the PECQ. This questionnaire measures changes in practitioner's Meta-emotion Philosophy (MEP) in educational and community settings. The questionnaire has been used as part of mixed methods research into the use of Emotion Coaching in the UK.</p> <p>The aim was to demonstrate how practitioners might use the PECQ questionnaire to analyse the effectiveness of Emotion Coaching training with professionals and indirectly as an intervention with children and young people.</p>
How would I notice this? (What measures/records would I take)
<p>Fellow practitioners would have the opportunity to develop their understanding about how the PECQ is analysed and ways in which they could do this themselves.</p> <p>Measures of PECQ are taken at two times: T1 (before initial training) and T2 (following a period of Emotion Coaching use in practice – usually 6-9 months following initial training). A t-test is the statistical test used to see if there is a significant difference between the results at T1 and T2.</p>
What did I do? (Method)
I demonstrated how the Professional Emotion Coaching Questionnaire could be analysed in the R-studio package (no cost), focusing primarily on running a paired samples t-test with a measure of effect size. SPSS22 could also be used but this programme comes at a cost.
What happened? (Results)
<p>I showed how a Professional Emotion Coaching Questionnaire was quantitatively analysed and results reported in terms of significance and effect size.</p> <p>In the data I have analysed, typical results have emerged:</p> <ul style="list-style-type: none">• Significant differences in MEP between the pre and post level• Significant increases to Emotion Coaching and decreases to Emotion Dismissing• Significant and similar increases to both sadness and anger identification

- Effect sizes (Cohen's d) ranging from the medium (0.5) to large (0.8) level

Personal learning/Reflections (Next steps and/or what you'd do differently or the same next time)

Working with missing data and multiple imputations that are needed to deal with these can be very challenging. My key takeaway was, if possible, to administer the survey electronically to minimise the potential for missed responses.

DR NALAN KURU

TITLE: Impact of Emotion Coaching Communication Training on the Lives of Preschool Teachers and Mothers: Sharing An Experience.

PRESENTATION SUMMARY:

Who/What was the focus of my inquiry related to this presentation? (Subject)
We were interested to learn about the experiences and views of preschool teachers and mothers of pre-school children who had received the Emotion Coaching Communication Approach-Based "Emotion Friendly Teaching & Parenting Training".
The impact I thought Emotion Coaching would have on my subject or what I wanted to find out (Research question)
Participant perceptions of how the Emotion Coaching Communication Approach-Based "Emotion-Friendly Teaching & Parenting Training" has impacted their lives.
How would I notice this? (What measures/records would I take)
A focus group interview was conducted. The interview was conducted over one 6-hour Zoom session. Interview questions/prompts were prepared beforehand. The interview was recorded in audio, video and written format. Transcripts made by researchers were re-read by the participants, for verification. The transcripts were examined separately by three researchers. Conversations that were not related to the topic were deleted and data was organised thematically. The computer software program "MAXQDA" was used to analyse the qualitative data.
What did I do? (Method)
A qualitative case study approach was taken. Purposive sampling was used. The research group consisted of 32 adults who had received the Emotion Coaching Communication Approach-Based "Emotion-Friendly Teaching & Parenting Training". Of the participants, 18 were both mothers and preschool teachers; 10 were preschool teachers; and 4 were mothers with different professions whose children were in their early childhood.
What happened? (Results)
Two main themes emerged relating to the impact of knowledge gained from the training. 1. Awareness and 2. Practice. A third theme relating to Opinions about the training received also emerged. <u>Awareness</u> The training had positive outcomes for the participants. The 'Awareness' theme contained three sub-themes: <i>i) personal</i> <i>ii) professional</i>

iii) parental awareness.

"Increased self-awareness" was repeated frequently in the personal awareness of the participants. In addition, the findings demonstrated that participating mothers and teachers became more aware of the importance of emotions in life and development, and how they might become more emotion-oriented in their communication.

Practice

Participants could be divided into two groups: those who struggled to adopt and use the Emotion Coaching approach and those who were able to do so. The participants who found the approach difficult to adopt appeared to have difficulty in understanding emotions in both themselves and others and also had difficulty managing their own meta-emotions (i.e. the impact of their beliefs about emotions) during interactions with others.

Participants who easily adapted the approach to their lives, started to be able to resolve long-standing problems with their partners. This group found that they could apply the approach with children in behaviourally challenging situations around school and in the classroom and found they could communicate more effectively with the children.

Opinions on Training

The participants stated that they were pleased with the fact that the training was applicable and had positive impacts in real life. They would recommend it to other people. At the same time, we found that teachers believed that the training had positive impact on children's behaviour, academic learning, and the class environment.

The overall results highlight that knowledge gained by mothers and teachers from the training had impacted their lives both at an awareness and practice level. This positively impacted their communication with children, pupils and family life and was reflected in their own teaching and parenting roles.

Personal learning/Reflections (Next steps and/or what you'd do differently or the same next time)

These results are consistent with the international literature. Based on these results, we recommended a range of research and awareness-raising activities to be carried out at the national level (in Turkey) to ensure that an Emotion Coaching-based communication approach is used in early childhood communication with children.

In cooperation with the Ministry of Education of Turkey, we have submitted a project proposal entitled "Emotion-Friendly Schools in Preschool Education".

NICKY SHAW

TITLE: Moving from Behaviourism to an Emotion-Regulation approach in a nursery.

PRESENTATION SUMMARY:

Who/What was the focus of my inquiry related to this presentation? (Subject)
The study focused on the impact of moving away from a behaviourist approach to managing children's behaviour to an emotion-regulation approach supporting nursery-aged children to regulate their own behaviours through Emotion Coaching experiences.
The impact I thought Emotion Coaching would have on my subject or what I wanted to find out (Research question)
<u>Research Question 1:</u> Does an Emotion Coaching approach influence young children's identification and understanding of their own and others' emotions? <u>Research Question 2:</u> What impact does an Emotion Coaching approach have on young children's emotional responses and subsequent self-regulation skills? <u>Research Question 3:</u> What emotion regulation strategies does Emotion Coaching input elicit from young children?
How would I notice this? (What measures/records would I take)
I utilised child interviews, photography tours, mind-mapping, roleplay stories and unstructured narrative observations within the nursery playroom setting. I recorded children's responses pre- and post- six-week Emotion Coaching programme.
What did I do? (Method)
Adopting a child-centred approach, the study collected the perspectives of nursery children experiencing Emotion Coaching in their nursery environment, utilising the participatory tools of The Mosaic Approach. This was a qualitative and child-centred piece of Action Research.
What happened? (Results)
The findings from this research offer evidence that the experience of Emotion Coaching provided an increased repertoire of emotional language in young children; supported a developing understanding of the emotions behind behaviours; enabled children to choose appropriate strategies to respond to strong emotions; and enhanced young children's ability to self-regulate their emotions and subsequent behaviours.
Personal learning/Reflections (Next steps and/or what you'd do differently or the same next time)

This research highlights that educators, rather than 'disciplining' a young child's behaviour patterns through sanction/reward approaches, should focus instead on supporting children's increasingly complex meta-emotion to develop emotional self-awareness, self-regulation of behaviour and increasingly empathic co-regulatory responses.

Emotion Coaching is a whole social-pedagogical ethos within the nursery, not just an additional strategy to be implemented as circumstances dictate. Emotion Coaching is not about specific strategies, but instead is an approach that nurtures, co-regulates, and supports children at all times across their whole nursery experience.

CAPTURING THE CHILD'S VOICE IN EMOTION COACHING RESEARCH

The discussion regarding capturing/inclusion of the 'child's voice' in Emotion Coaching Research is summarised below. This summary is informed by practitioners' personal opinions and experiences of researching with children. We have tried to capture all practitioners' views and contributions; however, this summary may not reflect all the discussion and detail shared in the chat rooms on the research day itself.

Please note: any resources or websites referenced in the summary are given as examples only, and their reference does not exclude the credibility of other sources or infer any endorsement by ECUK. It is up to individual practitioners to explore the resources listed to decide if they are appropriate for research use in their setting.

When researching with others, particularly with children:

Human Rights must be addressed and continue to be monitored throughout the research experience. This includes issues around personal consent capacity and capability and ethical considerations in relation to the research process itself and the topic of research. Research decisions will also be influenced by the target audience for the research and the size of the research project.

Capturing the child's voice is a challenge- because it is up to the researcher to decide how to capture the voice and then to ensure that the analysis and discussion is a reflection of that child's lived experience and meaning.

Issues involved with capturing the voice of children with identified additional needs were discussed and the importance, when trying to measure, of using mediums particular to their preferences and designed to reflect their lived experience recognised. Research relationships matter and having access to and referencing experience/prior knowledge of working with that child, so acknowledging their skills and needs, supports research participation, the research experience and the analysis of the findings.

ENGAGING IN RESEARCH WITH CHILDREN AND YOUNG PEOPLE

- **Openlearn** (run by Open University) Free online Courses:
 - Information in relation to ethical considerations and rigour when researching with children
 - Understanding research with children and young people:
<https://www.open.edu/openlearn/ocw/mod/oucontent/view.php?id=105431§ion=4>
- **Mosaic approach** Created by Alison Clark to capture a child's voice:
<http://oro.open.ac.uk/17075/>

TOOLS AND SUPPORT

Tools/practices to support practitioners to capture the child's voice - many are free but need to be downloaded.

Getting children to decide and record their experience of the research focus in their preferred medium- dependant on age, ability, and availability of resources: These can include drawing, painting, music, words, film, emoji, gestures, theatre, play, camera, recorded walks to evidence environmental emotional contexts. Data gathering can be self-directed or guided.

Conversations: Recording of structured, semi-structured and unstructured interviews or group forum, school council. These can be researcher led or peer led, one to one or group, spontaneous or scheduled.

Structured and unstructured observations: There are many ways to observe and the following article references some of them in relation to learning journey: [PACEY Child observations and learning journeys](#)

Mind Of My Own: The app provides a digital solution to advancing universal children's rights; as such we are the only digital tool that comprehensively supports Article 12 of the United Nations Convention on the Rights of the Child (UNCRC).

Their ambition is for all children's voices to be heard and they co-produce all their apps with young people: these are two of the reasons why Mind Of My Own is a trusted app for children's services: <https://mindofmyown.org.uk>

Mentimeter: An app to support interactive presentations & meetings, wherever you are: Use live polls, quizzes, word clouds, Q&As and more to get real-time input - regardless of if you're remote, hybrid or face-to-face: <https://www.mentimeter.com>

Nearpod: An app that uses media and formative assessments to make lesson or your research interactive: <https://nearpod.com>

Survey Monkey: SurveyMonkey gathers opinions and transforms them into People Powered Data™. Easily create surveys, quizzes, and polls for any audience. It can gather feedback via weblink, email, mobile chat, social media, and more: <https://www.surveymonkey.co.uk>

Incredible 5-point scale: This is a 5-point, colour-coded scale developed to share information and teach social and emotional concepts to individuals on the autism spectrum.

Its creator is committed to positive support for all students and to the teaching of skills needed for social success. The site will inform, teach, support and excite anyone looking for some good ideas:

<https://www.5pointscale.com> There is currently an audio on emotional regulation on its website.

AUTISM IN REAL LIFE - PODCAST

EPISODE 32: Emotional Regulation



THE INCREDIBLE 5-POINT SCALE

Word Cloud: A word cloud is a visual representation (image) of word data. In other words, it is a collection, or cluster, of words depicted in different sizes. The bigger and bolder the word appears, the more often it's mentioned within a given text and the more important it is. Just search 'word cloud app' to access free and downloadable apps.



Research Day example: Group 3's Word Cloud about recording 'the child's voice'.

Story Telling: For research and in research. Here is an article which discussed the role of stories in learning and how to use in research and when writing up research: [Research and Story-telling: How does that go together?](#)

Communication/picture boards: A communication board (other names: theme board /aided language display) is a picture symbol board that can be used to support an interaction around an activity.

The pictures (words) on the board will enable a child and the adult supporting them to make comments, requests or give a direction to each other.

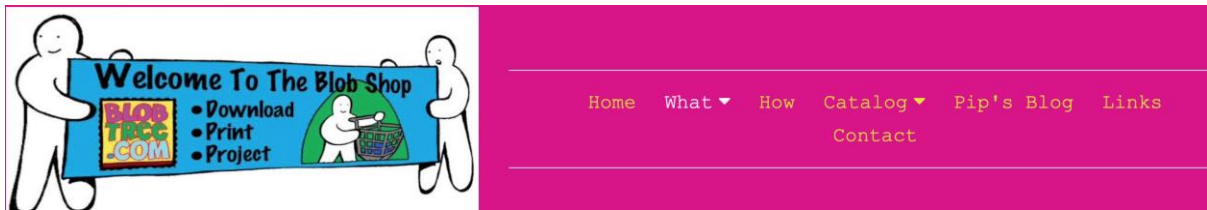
- Communication Tools- National Autistic Society
<https://www.autism.org.uk/advice-and-guidance/topics/communication/communication-tools/visual-supports>
- Say it with symbols
<https://www.sayitwithsymbols.com/free-stuff/>
- Tool box to capture the child's voice (used in social work)
<http://www.socialworkerstoolbox.com/voice-child-20-sheets-gain-childs-wishes-feelings-views/>

When working with children on the autistic spectrum, it was suggested that pictures/photos of real people and places were more effective at eliciting discussion than cartoons.

Blob people

The Blobs are simple, deal with deep issues using the primary languages we learn from infancy – feelings and body language. This is why they are used with children as young as 4, all the way through to the elderly. The Blobs are neither male nor female, young nor old, ancient nor modern. They are outside of culture.

Without words, the Blobs can be interpreted in a hundred different ways and there are no right and wrong about the Blobs, which is very important. Each picture is a means to a conversation, rather than a problem to be solved or a message to be agreed upon:
<https://www.blobtree.com/pages/frontpage>



Emotion Cards

Emotion cards can be used as a learning experience for children and young people to discover the thoughts, feelings and behaviours associated with different emotions. They can also be used to express an emotion if a child is struggling to find the words.

Can be purchased as a resource or there are free downloads

<https://www.twinkl.co.uk/resource/t-t-2157-emotions-word-cards>

<https://homeschoolgiveaways.com/2015/03/free-printables-and-activities-on-feelings-and-emotions/>

Emotion Wheels

The emotion wheel describes eight basic emotions: anger, anticipation, disgust, fear, joy, sadness, surprise and trust. People can use the wheel to identify their emotions and come to terms to how they are feeling and, ultimately, become more self-aware and self-compassionate.

Free downloads: <https://positivepsychology.com/emotion-wheel/>



IN CONCLUSION, SOME REFLECTIONS...

Over the course of the day, we learned more about the 'process' of delivering training in Emotion Coaching and supporting implementation in work-place settings. We also learned about the 'product' of Emotion Coaching and the impact this has upon children and young people as well as the adults engaging in this style of communication. Several themes emerged for me during the day.

1. Process

a) Training

The importance of the training process for professionals was highlighted by four different presentations. Dr Kirsten Krawczyk, Dr April Romney, Licette Gus and Jo Davies all highlighted the importance of follow-up sessions and support for practitioners following initial training.

b) Research

Each presenter's research process highlighted the different forms real-life research can take and the difficulties that can be encountered.

- Marianne Doonan's longitudinal research was fantastically ambitious and she alongside Nicky Shaw shared the challenges with dealing with large amounts of collected data.
- Jo Davies and Nicky Shaw demonstrated the different measurement tools real-life researchers can use in their everyday settings: Jo Davies used non-reactive measurements- data that the school was already collecting, whilst Nicky Shaw's measurement tools were devised specifically for the research questions she wanted to address.
- Different ways of obtaining and dealing with data were addressed by both Nicky Shaw and William Stacy. William's experiences of dealing with incomplete surveys highlights the benefits of moving to electronic survey data collection.
- Licette Gus and Marianne Doonan's research both dealt with larger numbers of participants. References to the impact of COVID—19 mid-way through their research highlighted that even the best planned research can encounter difficulties when the context changes swiftly and unexpectedly.
- Dr Louise Gilbert shared a process and structure for any individual wanting to get started with research in their professional setting.

2. Product

Jo Davies and Nicky Shaw's research both looked at the impact of Emotion Coaching on the children they worked with. Jo Davies demonstrated increased academic progress, improved behaviour and school attendance for pupils in the final years of primary school. Nicky Shaw's nursery-aged children developed their language related to emotions and were able to give reasons as to why people might be feeling a particular emotion.

Increased professionalism by practitioners engaging in Emotion Coaching was highlighted across two different sectors, education and health. Jo Davies research demonstrated that teachers became better and more skilled teachers and Licette Gus highlighted that health

professionals developed competence and confidence in supporting families and children where challenging behaviour was a concern.

3. Extending Emotion Coaching

A final theme related to how the researchers were extending the use of Emotion Coaching. Dr Nalan Kuru's research in Turkey confirms the universal nature of Emotion Coaching and has successfully translated our training model to her work with Turkish parents and pre-school teachers. Dr Kirsten Krawczyk extended our thinking about the positive impact Emotion Coaching has upon the adults who Emotion Coach children, to examining Emotion Coaching and job satisfaction for teachers. Nicky Shaw shared great ideas for how we might obtain nursery-aged children's voice with respect to Emotion Coaching.

Nicky Shaw's presentation which included how she obtained the child's voice was an excellent Segway into our small group discussions. Each group discussed the different ways they might obtain pupil voice (of different ages and in different contexts). The compiled results from these discussions are included in this document. Proof if any were needed that all of us are always engaged in research to a certain extent.

On a day such as this, when real-life research in practice is presented on one platform, the growing evidence base for Emotion Coaching in educational and community settings is apparent. Sometimes the whole can be said to be greater than the sum of the parts. The collective picture presented today was ambitious, inspiring and impressive but the parts that made it up sparkled.

Licette Gus

Thank you to everyone who took part

CITATION

If using any of this material as a citation, please use the following:

Emotion Coaching UK, 2021, Research Learning Day Summary