



It helps me get my power back:

Listening to Young Children's Views on Emotion-Coaching Experiences

# AIMS OF THE STUDY

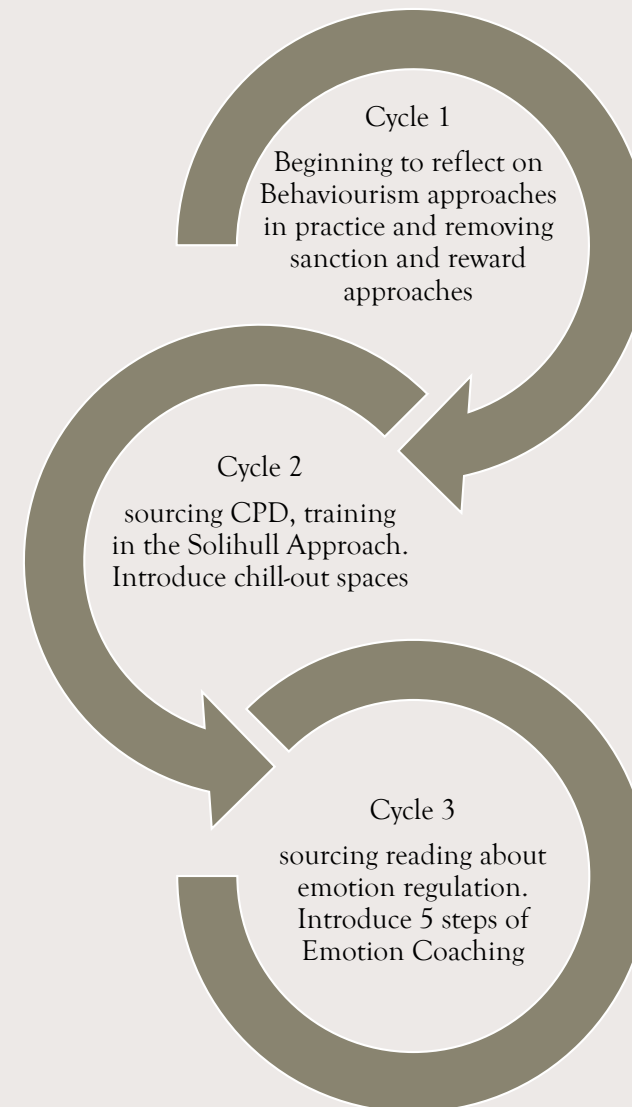
- to support the development of new understandings about emotion-coaching as a strategy for supporting young children's meta-emotion, social interactions and attachments within a Scottish nursery context.

# OBJECTIVES OF THE STUDY

- to *Observe* and *identify* emotion-coaching strategies experienced by young children
- to *Explore* changes in young children's identification and understanding of emotion in themselves and others after a period of emotion-coaching
- to *Consider* the impact of emotion-coaching on a child's emotional self-regulation

# ACTION RESEARCH

- Stringer's (2007) model of Action Research consists of interacting spirals.
- The essence is on promoting change as part of an ongoing cycle of self-reflective study
- During each cycle, the practitioners observe and reflect, then decide on an Action. This action spirals into the next cycle of research.



# RESEARCH QUESTIONS

- Research Question 1

Does an emotion-coaching approach influence young children's **identification and understanding** of their own and others' emotions?

- Research Question 2

**What impact** does an emotion-coaching approach have on young children's **emotional responses** and subsequent **self-regulation skills**?

- Research Question 3

What **emotion regulation strategies** does emotion-coaching input elicit from young children?

# CHILD-LED METHODOLOGY



## Ontology and Epistemology

- reality is a socially based construction, created from **experiential learning** and viewed through a **subjective lens**
- ‘Being’ results from **subjective interpretations**
- Therefore, a **qualitative approach to methodology**
- **Translating** the constructs held by the children

# CHILD-LED METHODOLOGY



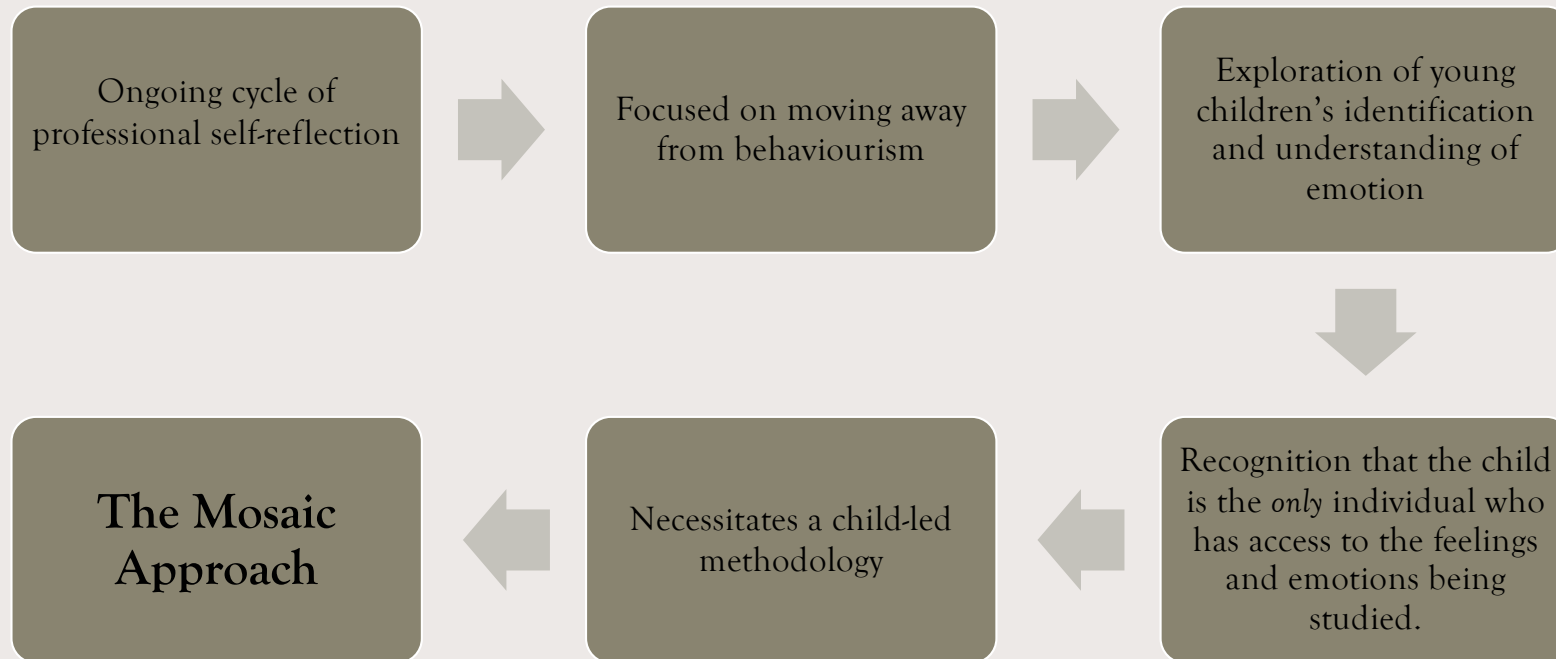
## Policy Justifications

- every child has the right to **express their views, feelings and wishes** in all matters affecting them, and to have their views considered and **taken seriously** (UNCRC, 1988, Article 12)
- Young children need **real opportunities to express their ideas and feelings** and understand and respond to others (Education Scotland, 2014, p.54)

## Curricular Justifications (CFE Mental & Emotional Wellbeing)

- I am aware of and able to express my feelings and am developing the ability to talk about them
- I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them
- I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave.

# CAPTURING THE CHILD'S VOICE WITHIN EC



# THE MOSAIC APPROACH : 'EXPERTS IN THEIR OWN LIVES'

Participatory tools offer children the opportunities to be active participants in the gathering and sharing of information about themselves

- child-interviewing
- child-led photography tours
- book-making
- role play
- observation

Clark, A., & Moss, P. (2011). *Listening to young children: The mosaic approach*. Jessica Kingsley Publishers.



# CHILD- INTERVIEWING

- 8 story picture prompts
- Semi-structured interview
- 6-week Emotion-Coaching Experience
- Revisit 8 story picture prompts
- Re-run semi-structured interview

Story 8 Angry



That's angry!  
He throw the pencils.  
(Shouts in angry voice)  
Don't throw my pencils!  
He laughing, throw pencils  
on the floor!

Story 2 Scared

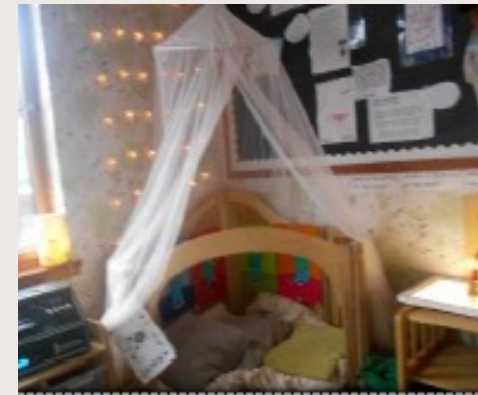


Her is scared to the dog  
chasing her.  
The dog want to bite her!

# CHILD-LED TOURS

Child takes the researcher to places at ELC setting where they are:

- Happy
  - Sad
  - Scared
  - Angry
- 
- ✓ Child take photographs in those areas
  - ✓ Researcher notes child's words and actions



It helps me get my power back 'cause it's quiet.

I breathe, relax. In the space I just get calm.

I look at the pictures like the angry one then the happy one. When I look at the one I'm feeling it makes me happy.

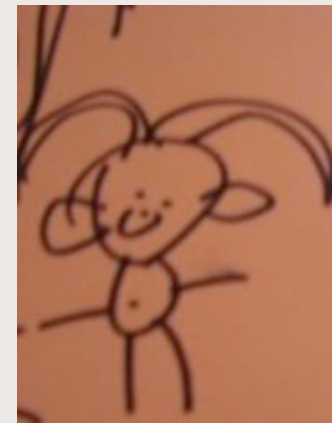
It's so nice and quiet. People go away and I get peace and quiet.

# BOOK-MAKING

- Provide child with their **printed tour photos** and pens
- Child selects which photos to stick into their feelings book
- Child may wish to add drawings
- Child discusses reasons for selections
- Researcher scribes the child's words



*Its angry eyes, eyes  
down, angry teeth,  
stomp, stomp.  
(clenches fists)*



*You dance, you  
smile, I like  
happy, its good,  
smiling.*

# STORY-STEMS (ROLE PLAY)

- ✓ Researcher starts an emotion-focused story with dolls
- ✓ The child is asked to complete the story to show how the person (doll) could manage the emotions i.e. self-regulation
- ✓ Child's words scribed into their Big Book



# OBSERVATION

- an event-contingent diary detailing significant observations of emotions
- unstructured, narrative approach

*Cara: I'm doing the chicken dance today!*

(wiggles her body, flaps her hands, does a funny dance, laughs).

*I am so, so happy!* (wiggles her body, moves up and down, smiles).

*I'm going to stay at daddy's today and I'm taking Goldilocks and I'm happy, happy, happy!*

*David: I get it for her 'cause she hurt!*

(Gets icepack from the freezer, points to crying child)

*David: She got bumped on the eye. I help her, she crying. He bump her. I get the ice bag for her.*

Staff: How do you think she feels now you've helped her?

*David: Better...good* (smiles).

*Clare: NO! I wanted daddy to get me!* (stamps foot, moans, folds arms, makes angry face).

Staff: Are you feeling really angry?

*Clare: Yes! I wanted my daddy.*

Staff: Can you think of anything you could do just now to help you feel calm again, then we can sort this out together?

*Clare: I know! A drink of water!* (Runs to the water machine, pours a cup of water, takes a sip, takes a very deep breath, smiles).

*Clare: OK, I'm calm now.*

# RESULTS

<https://pureportal.strath.ac.uk/en/projects/emotion-coaching-moving-from-behaviourism-to-nurture-in-a-nursery>

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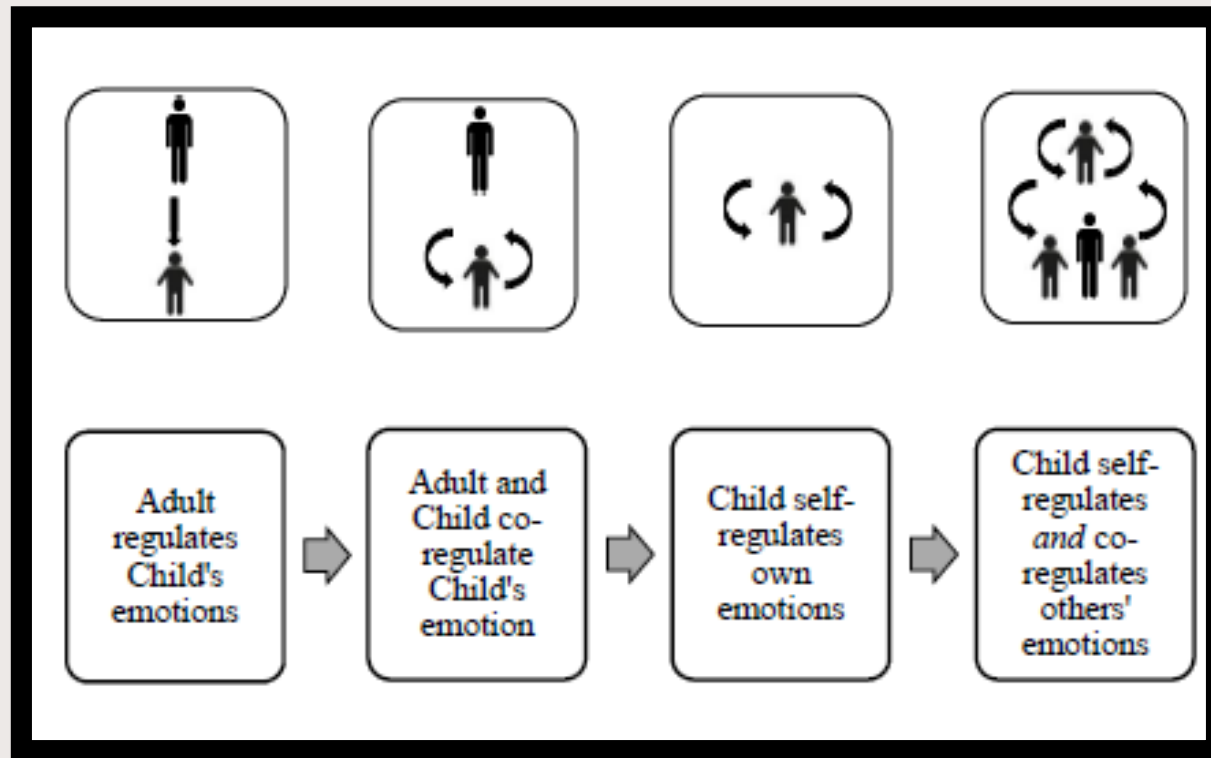
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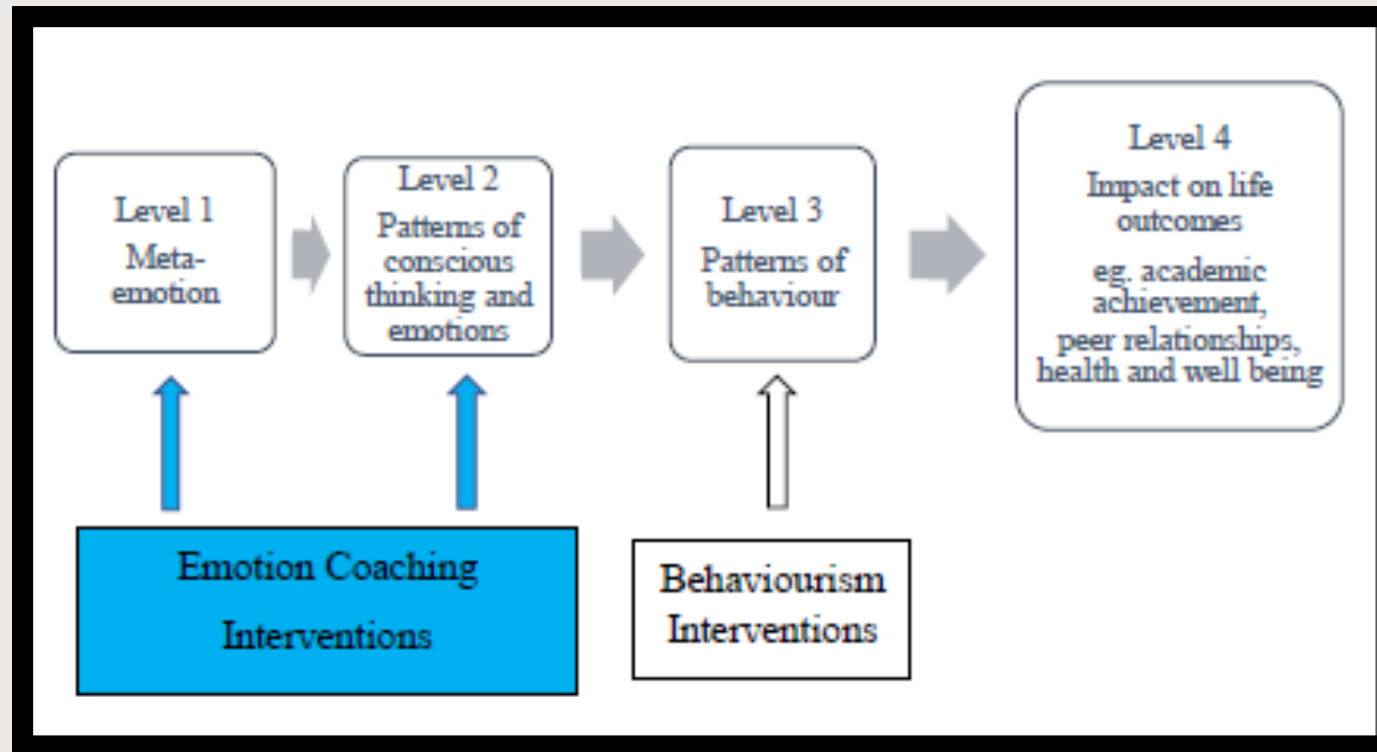
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## STAGES OF THE DEVELOPMENT OF EMOTION REGULATION VIA EMOTION COACHING EXPERIENCES



## INTERVENTION PATHWAY: EMOTION COACHING VS. BEHAVIOUR MANAGEMENT





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