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**Summer 2018**

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| *This is our* ***7th newsletter*** *and the Emotion Coaching UK(ECUK) Community is growing and growing…*  *So, here’s a quick round-up of what’s been happening in and around the country. We’ve also included updates on EC research and publications, dates for future training events and a ‘call to you all’ for your EC stories to share practice and ideas.*  *However, if there is something else you feel would be helpful to include, just let us know by contacting* *us via the website*: [www.emotioncoachinguk.com](http://www.emotioncoachinguk.com) *or by email at*: [emotioncoachinguk@gmail.com](mailto:emotioncoachinguk@gmail.com) | |
| **Our Growing ECUK Community**  **Big Welcome to…**  \*  **\* All newly registered ECUK Practitioner Trainers** \* We now have 15 practitioners who have completed the training, practice and learning requirement to become recognised ECUK Practitioner Trainers. Since the last newsletter, we welcome **6** new ECUK Practitioner Trainers: **Jo Askew** based in Rotherham, **Marnie Aston** based in East Midlands, **Marianne Doonan** based in North Yorkshire; **Mike Gorman** based in Somerset; **Emma Hancock** based in London and **Roosje Rautenbach** based in Cornwall. We are thrilled to have them onboard and their contact details are available on our website.  If you’re interested in becoming an ECUK Practitioner Trainer please look at the website for details of training course opportunities and training requirements. | |
| **Charting the origins of the UK Educational setting-focussed Research Community**  Once trained in Emotion Coaching, practitioners say it’s difficult to imagine their practice tool-kit without it! **Yet Emotion Coaching was only introduced into UK educational, community and early years settings in 2011**. Janet Rose and Louise Gilbert adapted Gottman’s successful parent-based EC programme for use by education-based practitioners. Working with colleagues from Bath Spa University and B&NES they created, delivered and evaluated a small, mixed methods pilot project in a cohort of Wiltshire’s primary, secondary, early years and youth centres. Much was learnt from these pioneering settings about EC resource creation and programme delivery and we remain indebted to them for their willingness to participate and their contributions in time and thoughts. The most important findings were that the practitioners believed that EC was useful in supporting management of emotional behaviours in educational settings. Louise carried out doctoral research to further investigate the EC experiences for practitioners and, as they say, the rest is history… your history.  With growing national and international interest, and education-based settings creative adaptions of EC-use, the shared roles of the foundational research and trailblazing settings should not be underestimated or forgotten.  With this in mind, the chart below shows the origins of EC and evidences the chronological connections within the growing UK educational setting-focussed EC research community. It acknowledges important peer-reviewed research which critically contribute to the credibility of the emerging UK educational setting-focussed EC research community evidence-base. It is but a ‘snap-shot in our time’ and will need updating as more practitioners, from more specialities and differing disciplines go on to report EC findings. We are all part of EC history in the making, so we are going to have to either get bigger pieces of paper or write even smaller!  The chart below is freely available on our website [www.emotioncoachinguk.com](http://www.emotioncoachinguk.com) | |
| **Report on the Emotion Coaching Interest Group Network Meet-Up: January 2018**  Practitioners’ involved or interested in finding out more about EC met at Norland College in Bath to catch up and share Emotion Coaching projects and stories. It was great to see so many and always amazing to listen to what’s going on in settings and how creative practitioners are in their use of Emotion Coaching.    \* **EC Lego man animation.** We were fortunate to watch a fantastic short animation film, created by the talented Fraser Sutherland, about how the brain works and how emotions inform behaviours. This is available on You Tube: <https://youtu.be/BKOuvu1NMaQ>  **Regulation Stations** in classrooms. Licette has been working with Preston Park Primary School who decided to replace their ‘**timeout desks’** with ‘**regulation stations’**. At the regulation station children are supported to learn how to reflect, refocus and regulate their emotions. We watched a great video made by one of the teachers to help support others in his school as part of the roll out of regulation stations in each classroom.  \* **A model of Emotion Coaching Engagement** **in Education-Based Settings**. Louise Gilbert talked about her completed doctoral research on the EC experiences of practitioners who were part of the original Melksham Emotion Coaching project. She proposed that the practitioner, the training experience, opportunities to reflect with colleagues and practise EC along with the setting’s culture were influential in the initial uptake and maintenance of EC in practice.  To summarize: Practitioner ‘***awareness***’ of emotions in self and others informed their ‘***acceptance***’ of the EC training premise ‘emotions matter to learning’. Acceptance of the EC premise, positive training experiences, opportunities to trial EC and support from peers and management encouraged ‘***adoption***’ of EC. Regular practise with satisfactory outcomes inspired practitioners to ‘***adapt***’ EC to suit their particular setting and circumstances. This also increased the frequency and scope of EC use, and EC shifted from being used just as a ***technique*** to manage heightened emotional behaviour to also an ***approach*** that informed more of their everyday practice. EC practice was ‘**sustained**’ through regular use, support from management and opportunities for ongoing peer reflection and training. It was through practise that practitioners became more confident in managing and understanding emotional regulation and behaviours in others and in themselves. Therefore, using EC ‘***as a way of being’*** (to manage emotional behaviours) could also be ‘***a way of becoming***’, with practitioners feeling more competent and confident in recognising and dealing with emotional moments in settings. Practitioner **awareness of emotions**, regardless of whether EC practice was adopted, increased as a result of their EC training experience. Changes in emotional awareness provided opportunities to reconsider the EC premise ‘emotions matter to learning and so reengage with the EC training and practice. A simplified model of Practitioner EC Engagement is given below:    Further information on the model or copies of the complete and more complex EC Model of Engagment (evidencing the positive and negative feedback loops) can be obtained by contacting Louise directly at: [emotioncoachinguk@gmail.com](mailto:emotioncoachinguk@gmail.com) | |
| **ECUK Emotion Coaching Training: Past, Present and Future**  **Past EC Training Opportunities:**  \***In March 2018**, ECUK was invited to present to SEMH masters students at Oxford Brookes University. Licette spent an informative afternoon working with mature students who came from all around the UK and all were interested in finding out more.  \* **In April** ECUK held another great ECUK 2-day Core Training event at Norland College in Bath. From all over the country and indeed the world (one practitioner came all the way over from Australia to attend!), practitioners from teaching, early years, children’s services, educational psychology, foster and adoption and independent support organisations immersed themselves in EC training. From the feedback, it’s fair to say… ‘a good time was had by all’  **Present EC Training Opportunities:**  \* ***July 16-17, 2018*** is the date for the **next ECUK 2-day Core Training** and we’re heading North to Stockton-on-Tees. This EC Core Training is open to all those who want to learn more about the ‘who, what, where and how of EC’. Further details on the training are available on the website.  \*If you want to train and become a registered ECUK Practitioner Trainer, the ECUK 2-day Core Training satisfies the mandatory EC training component. Please see [www.emotioncoachinguk.com](http://www.emotioncoachinguk.com). for further details on how to become a registered ECUK Practitioner Trainer  **Future EC Training Opportunities:**  **\*ECUK Practitioner Trainer Events.** We are always looking for ways to support the EC communityso, to support our growing community of registered ECUK Practitioner Trainers, we are introducing **ECUK Practitioner Trainer Events**. These will be for all our registered ECUK Practitioner Trainersand **free** **to attend**. We will deliver new training topics, share the latest resources, offer research updates, opportunities for EC practice reflection and practitioner networking. The first event will be held in **Birmingham on October 12th, 10-4pm**. Nearer the date all registered ECUK Practitioner Trainers will receive an invitation with details of the training content and venue location. For ease of access, these practitioner days will be held in central locations, near to public transport… so… save that date.  \* **Wanting** **ECUK 2-day Core Training in your locality**? The Stockton-on-Tees training came about because of expressed local interest, and a few practitioners have been instrumental in helping us find suitable locations and suggest appropriate dates. If you think that you and your colleagues would like ECUK 2-day Core Training in your area, we are very happy to work with your local knowledge and connections to set this up. Just contact us via the website [www.emotioncoachinguk.com](http://www.emotioncoachinguk.com) or email directly [emotioncoachinguk@gmail.com](mailto:emotioncoachinguk@gmail.com) | |
| **Emotion Coaching Resource Update**    **\* ECUK Emotion Coaching YouTube Channel** There are free online resources already available on our very own ECUK Emotion Coaching You Tube Channel (try saying that fast!). It can be accessed using the link: <https://www.youtube.com/channel/UCVC-8tZkrbcTvMkzd57t8uw>  At the moment we only have a few resources on the site which include:   * **EC and the importance of connections**. A fantastic white board animation, created by Dr Sarah Murray and Dr Kirsten Krawczyk. <https://www.youtube.com/watch?v=7KJa32r07xk&t=7s> * **The Importance of Connection.**  <https://www.youtube.com/watch?v=zjVEMAgA3sI&t=9s> * **Teacher reflection on ‘you don’t care’** video: <https://www.youtube.com/watch?v=gYswShLlRNE&t=8s>     **\*Also available on You Tube** are the following short clips which may be of interest to you:   * Windows of Tolerance from the Beacon House School: <https://youtu.be/Wcm-1FBrDvU> * Aboriginal interpretation of the brain:<https://www.youtube.com/watch?time_continue=3&v=g4QXUy_Y6Mo>     **\* Practitioner Emotion Coaching Lanyards**  As a result of an ECUK training project, Preston Park Primary School in Brent, London decided to create EC lanyard cards for all their staff. One side summarizes the **four steps of EC**. The other, uses pictures drawn by the pupils to show the four EC steps combined with ‘zones of regulation’ (Leah Kuypers). This is another method already used in the school to support emotional awareness and regulation. These lanyards have proved to be very popular both in the school and with other schools and settings. As a result, **logo neutral** **lanyards** are now available to buy. They cost £2.00 each, and are available from Koulla Georgiades, Assistant Head Teacher at Preston Park Primary School: <https://www.prestonparkschool.co.uk/brent/primary/prestonpark> |
| **EC Research Updates and Recent Publications of Interest**  \* **ECUK** **Community** **Code of Conduct Policy**  Although the UK Educational Setting-Focussed EC Research Community only began in 2011, EC is increasingly recognised as practice that supports emotional regulation and wellbeing. With accumulating diversity and creativity in EC practice, ECUK has a responsibility to promote and maintain the academic integrity of the evidence-base. As evidence of our commitment to supporting research projects and EC practitioners we have published on the ECUK website our Community Code of Conduct. This Community Code of Conduct is integral to ECUK research and we want to support organisations that share in these values.  **Research Updates**  \***EC in multicultural settings** Licette has just finished working with a secondary school and its five feeder primary schools in Brent, London. The focus was to use Emotion Coaching to support staff in adopting a relational approach to promoting pupils’ social, emotional and behavioural wellbeing. Results were positive, with both staff and pupils evidencing improvement in relationships and communication. Hopefully, we will be able to share the report once it has been published. However, if you’re interested to find out more now, please contact Licette at [emotioncoachinguk@gmail.com](mailto:emotioncoachinguk@gmail.com)  **\*Norland College in Bath and Poppins Corporation in Japan** are conducting an innovative and original research study comparing the use of EC with early years practitioners in Japan and England. Nannies and early years professionals have been trained in the use of EC and they will use this approach with children aged 2-4 years in their care. They will be evaluating the impact of EC on professional practice and young children whilst also exploring its use in differing cultural contexts. It is hoped that the project will be completed, and the preliminary results published, in 2019.  **Recent publications**  **\*Using EC to prepare children for potentially emotionally challenging events** Licette has recently written an article for practitioners on using EC as a positive primer to prepare children to manage potential emotion-provoking events. This has been published in Headteacher Update, March 2018 and can be accessed via the following link: <http://headteacher-update.com/best-practice-article/pastoral-support-anticipation-and-preparation/170484/>  **\*In need of a bedtime read**? The link below is to a really interesting and informative free-access journal paper that brings together current research, from the multiple disciplines, to inform thinking about emotions and emotional regulation: <https://assets.aspeninstitute.org/content/uploads/2017/09/pre-reading-Science-of-Learning-and-Development-Synthesis.pdf> | |
| **Other Organisations’ Training Opportunities**  ECUK strives to be supportive of all who wish to promote Emotion Coaching in educational-based settings. We are happy to share other organisations’ opportunities to explore and discover more about Emotion Coaching and other related resources. **However, please note, that these organisations are independent of ECUK**. Therefore, you will need to contact the organisation directly to find out about the organisation itself, and get explicit details of the opportunities they are offering.  \***EHCAP** is running a **Mindful Emotion Coaching Gathering** on the 23 August 9-4pm at Sherbourne Girls School, Somerset. The cost is £15. EHCAP describe it as ‘*an opportunity for us all to get together and share stories of cascading Mindful Emotion Coaching or of facilitating Tuning in to Kids or Tuning in to Teens’.* If you are interested details are available on their website [www.echap.co.uk](http://www.echap.co.uk) | |
| **Call for information and sharing of EC practice for next issue**  \*We would really like to **give regular space** **in the ECUK Newsletter** **for readers to share their EC experiences**.  For example ... short stories about what’s worked well for you with EC; any surprises as a result of EC; trickier experiences of EC; how you’ve adapted EC for your use or your setting’s needs; if you’ve combined EC with other techniques/approaches and what happened…the list could go on and on.  We know sharing our experiences and hearing about others’ EC experiences helps us all to support best practice.  So, if you would like to tell one of your stories, just email [emotioncoachinguk@gmail.com](mailto:emotioncoachinguk@gmail.com) and label the email **MY** **EC Story** (Sure we are all very aware but…please before you write ensure that you have permission to use names or anonymize and always adhere to confidentiality clauses/human rights)  *From us all at ECUK we wish you a fantastic summer and look forward to hearing from you and meeting-up again soon*    Newsletter created by ECUK and edited by Louise Gilbert | |