

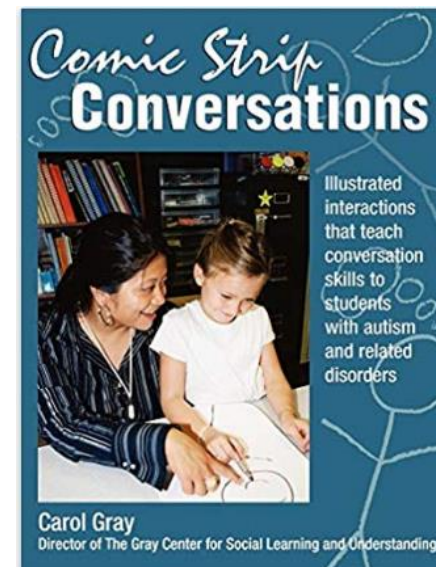


Emotion Coaching using Comic Strip Conversations

Working with older children and young people

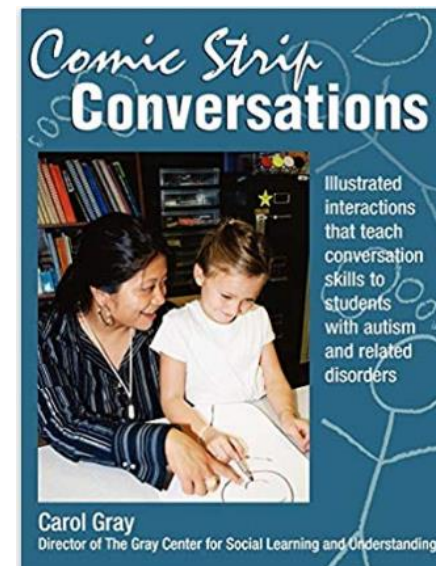
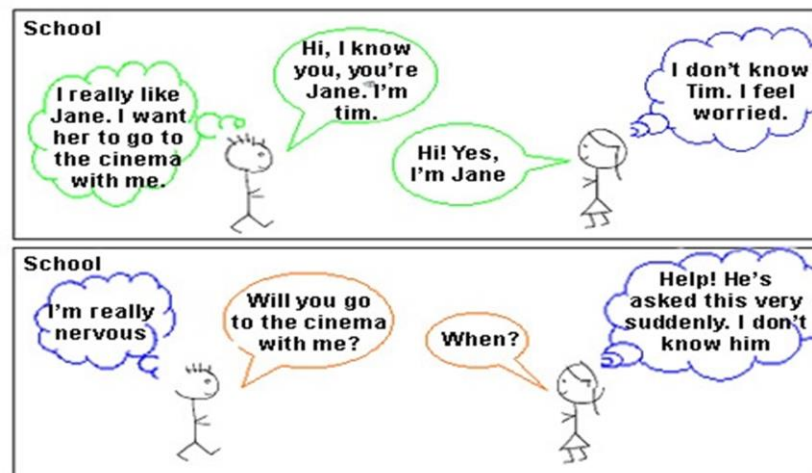
EMOTION COACHING USING COMIC STRIP CONVERSATIONS ACKNOWLEDGEMENTS

These materials are inspired by the work of the Speech and Language Therapy Team attached to Hackney Youth Offending Service, the books by Carol Gray, and the Elklan approaches to Speech and Language Support for 11-16 Year Olds



What are Comic Strip Conversations?

- Originally for **young people with autism** to develop greater social understanding
- **Visual representation** of **interaction** between people – **abstract becomes concrete**
- Identifies what people **say, do, think and feel**
- Supports **understanding of others perspectives**
- Excellent for **supporting restorative practice...**
- ...But also readily adapted to **Emotion Coaching**



What are Comic Strip Conversations?

The adult asks all or most of the questions to give structure to the activity.

- Where did the event occur and where were you?
- Who else was there?
- What were you doing?
- What happened?
- What did you say?
- What did others say?
- What were you thinking or feeling when you/they said or did that?
- What did others think? What were they feeling?
- How did your feelings change? What happened next?
- How was the other person feeling afterwards? How were you feeling afterwards?

Using colour to represent emotions

Young person can use their own colour scheme or the suggested version:

- Green: good ideas, happy, friendly
- Red: bad ideas, angry, unfriendly
- Yellow: Frightened
- Blue: sad, uncomfortable, worry
- Black: Facts, truth
- Orange: Questions
- Brown: comfortable, cosy
- Purple: Proud
- Colour combination: Confusion

Supporting restorative practice

- Support with exploring incidents where someone has been harmed.
- Supports understanding the perspective of the victim and the impact of actions on the victim.
- Can lead to improved engagement in further restorative work e.g. letter to or meeting with victim.
- Explore more appropriate ways of managing situations.

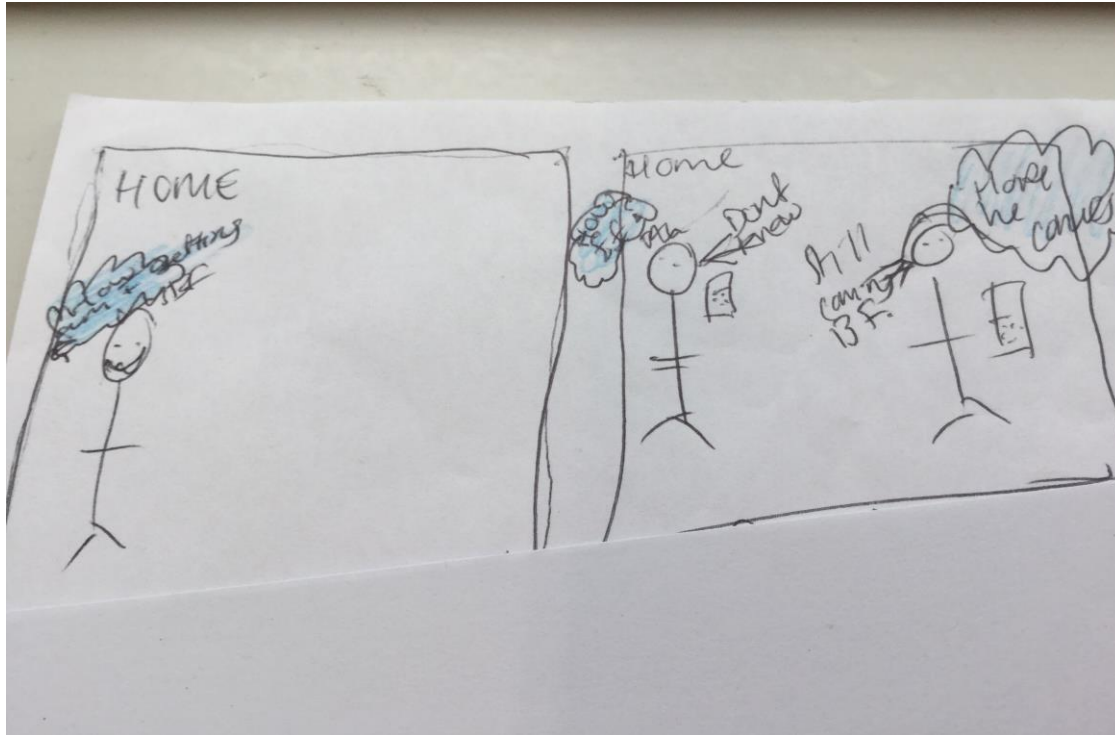
Supporting Emotion Coaching

- Support with exploring incidents where a young person has reacted extremely or anti-socially to an incident, exchange or situation.
- Supports understanding the perspective of another person or group and the impact of actions on the other person or group..
- Explore more appropriate or pro-social ways of managing situations.

A restorative practice example

- A YP with difficulties with understanding and using spoken language had stolen a mobile phone from a woman in the street. His case worker wanted him to engage in the RJ process but was concerned that he was not seeing the impact his offence had on the victim, rationalising that he needed money and that was the main problem. The victim did not want to meet with him so the RJ worker felt that writing a letter to the victim would be appropriate. Due to his language difficulties it was felt that writing a letter without any prior exploration of the incident would be difficult and from SLT perspective a verbal dialogue and RJ chat alone would not fully develop his understanding of the perspective of the victim.
- Met with SLT for one session to complete a CSC about the incident.
- Started with drawing a CSC for a neutral situation (meeting his worker that day) to understand the principles then moved on to drawing a CSC for the offence.

A restorative practice example

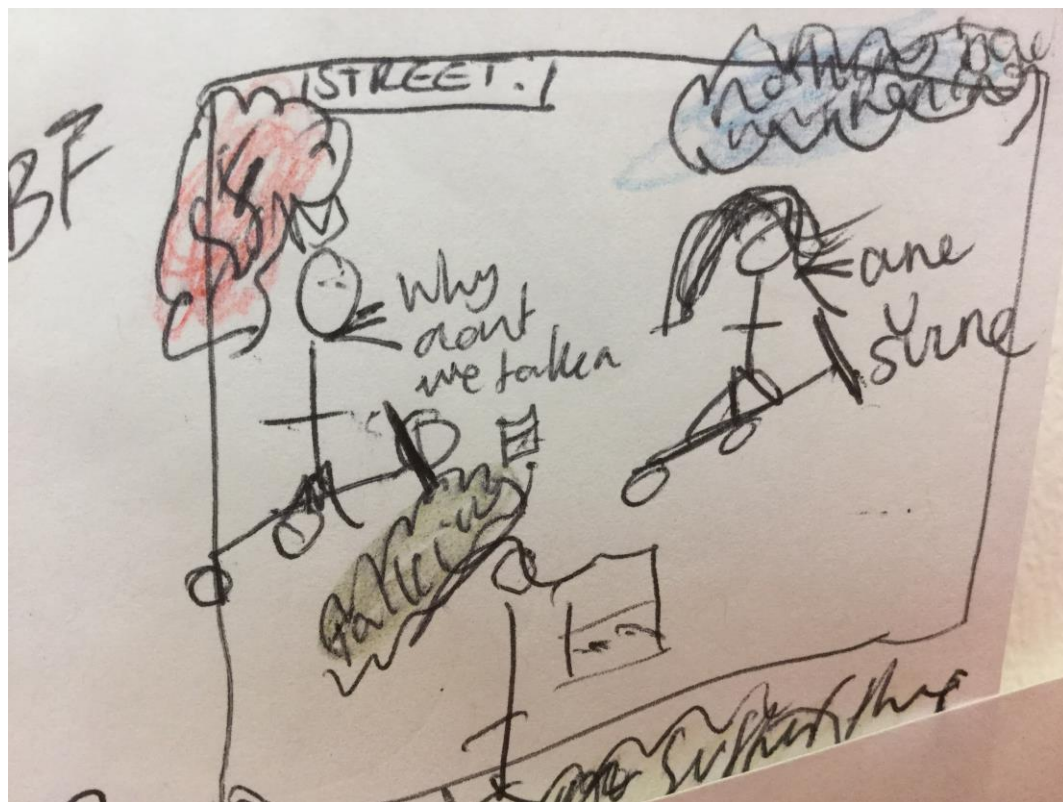


HOME – location

He's thinking how am I going to get money for black Friday
Feeling worried
Friend phones – asks are you still coming to black Friday; thinking I hope he comes

He's saying I don't know; thinking how am I going to get money, feeling worried still. (coloured thought bubble blue)

A restorative practice example



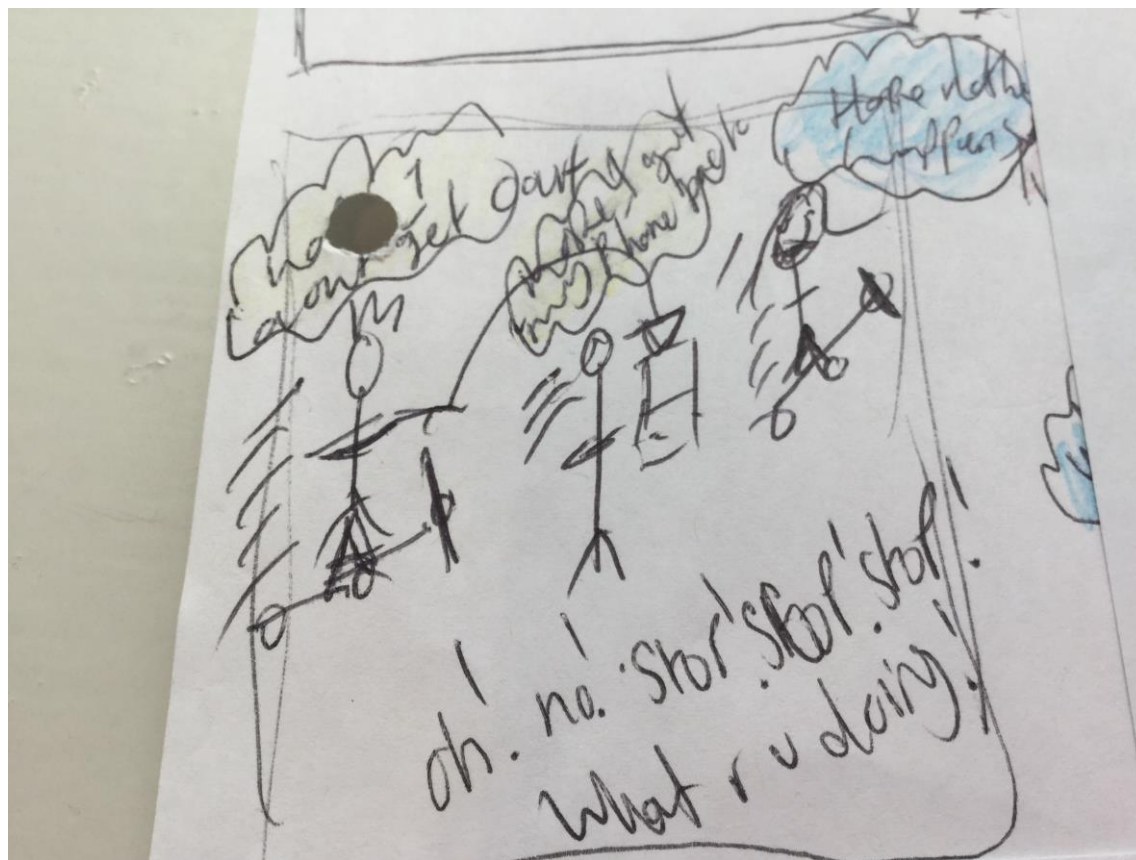
Street, on their bikes

Woman in the street, talking on her phone.

He says to friend why don't we take it, feeling angry now as not got money for Black Friday.

Friend – asking are you sure?, thinking hope nothing bad happens – feeling worried.

A restorative practice example



He grabs phone off the woman.

She shouts oh no stop stop what are you doing! Thinking I hope I get my phone back – yellow shaded - Frightened

He's thinking I hope I don't get caught – yellow shaded – frightened

Friend thinking hope nothing happens – blue shaded – worried.

A restorative practice example



Policeman near by – come on the scene – represented with a pointy hat.

Shouting Oi stop! Thinking 'another crime!' shaded red – feeling angry.

Victim still shouting Stop! Thinking why me? Feeling a combination of worry, fear and anger (multi-coloured)

He's now thinking what's going to happen and feeling frightened.

Friend also thinking what's going to happen and feeling worried still.

A restorative practice example



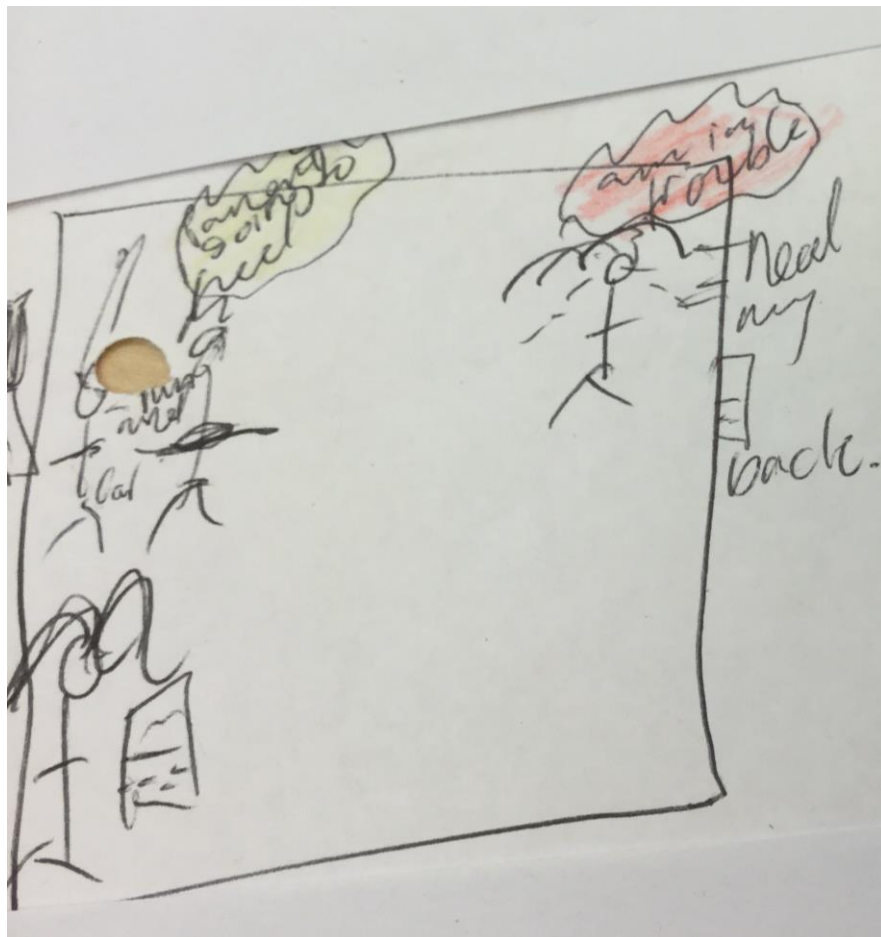
Policeman –you're arrested –
angry.

YP thinking – I'm going to suffer
the consequences, fear.

Friend, swearing F off, angry

Victim – I hope he gets caught,
then my phone is back, green
'happy'.

A restorative practice example



Policeman arresting him. He's thinking how are my parents going to feel, fear.

Friend saying I need my phone back (confiscated), thinking am I in trouble? Feeling angry

Victim got her phone back.

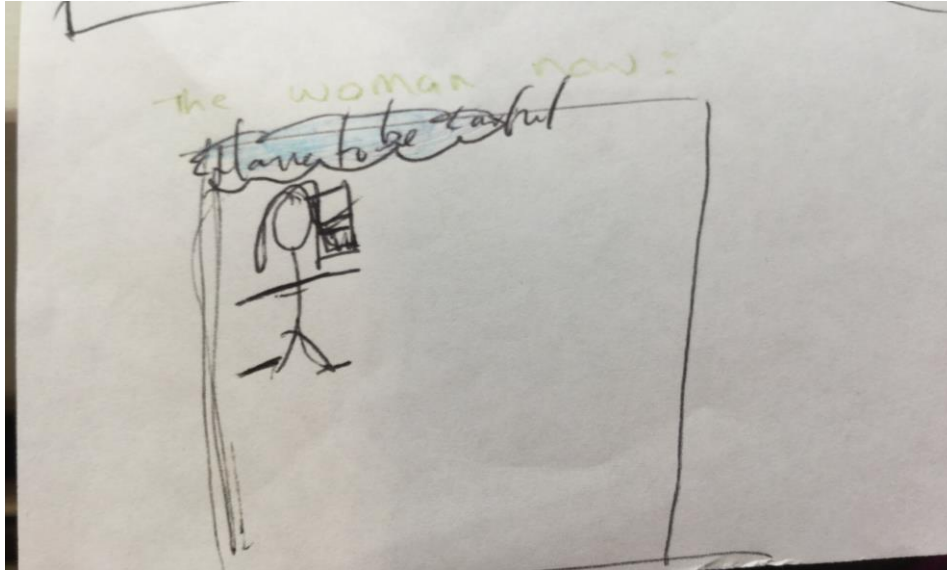
A restorative practice example



Home – police searched his home for other stolen mobiles. He's thinking 'what are you going through my stuff? Feeling anger, fear and worry. Siblings thinking 'why did you do that?' feeling angry.

Parents thinking silly boy, feeling angry

A restorative practice example



Woman now in the street, all the time when she uses her phone outside she's thinking I need to be careful, feeling worry.

As time went on, he got in to the flow of what he had to do, generating what was said, thought and felt without needing to be asked.

Able to see the perspective of the victim but also his cousin, siblings and parents and even the police officers.

A restorative practice example- letter co-produced with YOT (Youth Offending Team) Worker 1/2

Hello I am the person who unfortunately robbed you and I am writing to tell you that I am really sorry that I have done that to you.

The reason why I have done it is because I was in need of money ASAP and my plan was to sell your phone. I didn't really think it through. Now I have finally realise that is not the way to go and in YOT I have learnt that if you want something we need to be patient because stuff don't come to us for free.

I have realise how you felt about it and I saw you in tears and I felt really sorry for you and I wasn't not thinking straight but now I think about stuff now before I do it.

For my stupid actions I have to suffer the consequences which was I had a search in my house and I had to sleep in the police station for one night, and I have to attend YOT for 2/3 months and I regret it.

A restorative practice example- letter co-produced with YOT (Youth Offending Team) Worker 2/2...Continued

My parent are really upset of me and can't trust me like they did before and now they are really concerned with me. As well as, I understand the consequences for you as well and that is you won't be comfortable bringing out your phone in public because you will be worried that someone will rob you again, hopefully you won't have that experience again from me or someone and I promise from deep down from my heart that I won't even think about robbing someone in my life again because I don't want no one to rob me and have the same feeling as you.

P.S Hopefully you forgive my apology and that I am really sorry as I said and hopefully you can walk around freely with your phone and not feel worried that some think will happen to you, I promise I won't rob no one in my life.

A restorative practice example- letter from victim

Dear X

I won't lie, the incident left me quite shaken for a long while but thank very much for writing me a letter!

I hope you never feel that robbing is the only option in the future, I am sure you are capable of much, much more :D

I want you to know this really means a lot and I am glad you stayed in this programme, makes me feel like you really are sorry for what you did.

I hope you have a really lovely life X.

Best wishes

Y

Ps my hand writing is shocking too!

Activity

- In pairs draw a Comic Strip Conversation for an emotion coaching scenario
- One of you can be the adult facilitating, the other the young person involved in the situation.
- Make sure to include what was said, thoughts and feelings.
- Remember- it is not the quality of the illustration that is important; it is making links between what was said and done, and the emotional state of all those concerned