

SOMERSET EMOTION COACHING PROJECT

FULL EVALUATION REPORT

MARCH 2016



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INTRODUCTION

This project forms part of the Somerset Children and Young People Health and Wellbeing in Learning Programme. The Somerset County Council Public Health team commissioned Bath Spa University and EHCAP (a social enterprise company) to deliver a programme of Emotion Coaching training to the children and young people's workforce across the five districts of Somerset. The training is based on Bath Spa's Attachment Aware Schools programme, the Tuning into Kids programme from Melbourne University, Australia, and the research on Emotion Coaching by John Gottman and colleagues, along with the research on mindfulness and the work of Dan Siegel in the USA.

The two organisations have worked together to train over 100 champions across the five districts to take on leadership roles within their own organisations and across services, working with professionals and young people. The project was led by Dr Sarah Temple, a Somerset GP and director of EHCAP and Dr Janet Rose, Reader in Education from Bath Spa University.

The Project addresses key government policies which seek to raise the attainment gap for disadvantaged pupils and improve provision for children and young people with social, emotional mental health difficulties (SEMH) (DfE, 2013; 2014). It addresses Ofsted's new Common Inspection Framework in relation to pupils' personal development, behaviour and welfare. The project takes heed of the Department of Health's Report 'Future in mind' (DoH, 2015) which highlights the need to facilitate greater access and standards for CAMHS services, promote positive mental health and wellbeing for children and young people, have greater system co-ordination and generate a significant improvement in meeting the mental health needs of children and young people from vulnerable backgrounds. It responds to the Mindfulness All-Party Parliamentary Group report (2015) which emphasizes the role of mindfulness in tackling the 'mental health crisis' and the promotion of its use in education. Finally, it helps to address the concern about emotional health and wellbeing highlighted by the recent Somerset Children and Young People Survey (SCYPS). The work resonates with the recent report by Public Health England (2014) which showed that:

- Pupils with better health and wellbeing are likely to achieve better academically
- Effective social and emotional competencies are associated with greater health and wellbeing, and better achievement
- The culture, ethos and environment of a school influences the health and wellbeing of pupils and their readiness to learn

The project has entailed working with a network of practitioners to:

- promote the use of Emotion Coaching techniques by community groups in their everyday practice with children and young people
- provide a framework for helping practitioners to manage their own emotional self-regulation
- integrate mindfulness into practice
- support children and young people's capacity for pro-social behaviour and emotional self-regulation
- build on and strengthen current positive practices and partnerships that contribute to and promote community networks and collaborative work through a shared framework
- promote the utilisation of the Somerset Mental Health Toolkit
- develop a county-wide sustainable network that reflects how the different services are working together to create a joined up approach in supporting children and young people's emotional health

AIMS OF THE PROJECT

The key aims of the project are to increase understanding of emotional health and wellbeing, enhance skills in supporting children and young people's emotional health and wellbeing, facilitate the referral process for children and young people and improve access to services as specified in the following outcomes:

- Increase the awareness of emotional mental health within the children's workforce
- Develop a 'culture of openness' around emotional mental health
- Develop a sustainable network of trained Emotion Coaching champions and trainers
- Increase the use of the Mental Health Toolkit and information about specialist services
- Work in a joined up approach in sharing information about emotional mental health with children and young people
- Develop Emotion Coaching resources to add to the Mental Health Toolkit

EXECUTIVE SUMMARY OF FINDINGS

1. In total, 136 champions began the training with 121 completing the training programme and remaining sufficiently committed to the project. Although attendance at all workshops was not 100%, the majority of champions have completed cascading plans, signifying their commitment to the project and confidence in disseminating their training to their workplace. Attrition rates were relatively low (about 11%) for the project with drop out being largely for legitimate reasons (e.g. workload or job loss).
2. The main evidence of impact was collected from exit questionnaires and psychometric questionnaires from nearly 59.4% of the cohort, a statistically high response rate.
3. Of the 136 champions, just over 60% were from school or colleges and the rest were from a range of organisations within the children and young people's workforce in Somerset. The majority of champions were overwhelmingly white females.
4. As a result of the training, champions became less 'dismissing' in their beliefs and attitudes about emotions and emotional expressions in children and young people and became more 'Emotion Coaching' in their attitudes, beliefs and practice.
5. 87% agreed that the project and training increased awareness of emotional mental health and 10% agreed that it sometimes did.
6. 83% agreed that Emotion Coaching training improved adult awareness, knowledge and self-regulation and 17% agreed that it sometimes did.
7. Emotion Coaching training had a positive impact on the champions themselves by increasing their neuroscientific knowledge of emotional regulation and mental health; by increasing their awareness and understanding of children's emotions and the link between behaviour and emotions; by improving staff empathy and patience in taking the perspective of the child; by providing them with a new and structured tool, particularly having a step by step approach and 'scripts' to manage situations and by increasing their confidence and skills in managing challenging situations.
8. 78% agreed that training in Emotion Coaching had a positive impact on professional practice, with 20% agreeing that it sometimes did. Responses also indicated that Emotion Coaching training had a positive impact on the champions' professional practice by improving the relationships and connections with children and young people and by reducing the number of behavioural incidents. It helped to de-escalate difficult situations, with a positive impact on children and young people's behaviour. Many champions testified to the way it had changed their practice for the better.
9. 79% agreed that Emotion Coaching training improved children's behaviour and wellbeing, with 8% agreeing that it sometimes did. Responses also indicated that Emotion Coaching facilitated more discussion about emotions in conversations with children and young people; that it increased understanding in children and young people about their own emotions; that it helped children and young people to be more able to link their feelings to their behaviours and enabled them to calm down more quickly; that it helped children and young people to feel heard and valued and that it improved their problem solving skills and facilitated new solutions leading to more positive outcomes.
10. 64% agreed that Emotion Coaching training supported a culture of openness and person-focus, whilst 27% agreed that it sometimes did. This was affirmed in statements made by the champions who commented how it provided a means to help children and young people to open up about their emotional mental health by creating acceptance that it is alright to talk about emotional mental health problems. The way in which Emotion Coaching has helped champions to see the whole person rather than just the problem is also evident, particularly in relation to helping practitioners to look 'underneath' or 'beyond' a child's behaviour, creating opportunities to be more person-focused.
11. 41% agreed and 45% agreed that sometimes the use of the Mental Health Toolkit project had increased their access to and awareness of information about emotional mental health and specialist services.
12. 39% agreed and 54% agreed that sometimes the project and use of the Mental Health Toolkit contributed to a more joined-up approach to sharing information with children/young people about emotional mental health.

13. 30 case studies were generated by the champions (of which 17 are presented in this report), which illustrate how Emotion Coaching has become embedded into practice and used by champions to support children and young people's emotional mental health, improve behaviour, generate a culture of openness and facilitate joined up working.
14. A range of training resources have been developed during the course of the programme with the support of the champions.
15. There has been increased use of the Mental Health Toolkit and additional Emotion Coaching resources will be added to the Mental Health Toolkit.
16. The independent evaluation of the workshops by a researcher from Exeter University Medical School found that:
 - a. Champions were engaged with the content which was aided by the fact that facilitators were passionate and enthusiastic about the material.
 - b. There was no prior knowledge of Emotion Coaching and the majority of champions had sufficient information provided to them to make an informed decision to take part.
 - c. Champions approached by heads of departments or directly by facilitators were more likely to engage with this way of working.
 - d. The theoretical underpinning of Emotion Coaching (the neuroscience) provided champions with the confidence to disseminate it to colleagues who may not be open to this way of dealing with behaviour.
 - e. Champions found that the majority of their colleagues were receptive to Emotion Coaching and were using it with children and young people.
 - f. By the end of the workshops, champions had embedded Emotion Coaching in their personal and working lives with a plan of disseminating it to the rest of their organisation.
 - g. The mix of individuals attending the workshops was good to gather different perspectives from the various organisations represented, however the content of the workshops was more focused towards a school environment.
 - h. Future workshops are needed and should incorporate time to do more role plays, complete online learning during the workshops, and more time to work with colleagues to solidify learning and plan the future.
 - i. Support is needed for champions to keep the momentum of enthusiasm during the first few years of embedding this new skill.

PROGRAMME OUTLINE

The programme involved an initial one-day workshop with an introduction to Emotion Coaching and the neuroscience of attachment, along with information about our involvement with the Somerset Children and Young People's Health and Wellbeing Programme, safeguarding risk management and the Mental Health Toolkit. This was followed by six half-day workshops. The first three focused on training in Emotion Coaching utilising adaptations of the Tuning into Kids evidence based programme (whilst retaining fidelity); exploring how mindfulness can be integrated into the work of practitioners; practical usage of the Mental Health Toolkit (MHT) and considering how the MHT can be used effectively to increase access to services. The final three workshops focused on planning ways to build capacity and networks, sharing services functions and developing ideas in relation to cascading the training within the champions' own organisations.

Safeguarding issues were given a high level of priority and were addressed from the first workshop. The team acknowledged that safeguarding must be embedded through all work in children and young people's services. Emotion Coaching champions are expected to have a minimum of Level One Intercollegiate (Health Staff) or Basic Awareness (Education Staff) statutory training. Bath Spa and EHCAP facilitators hold current statutory safeguarding training at equivalent to Intercollegiate Level Three. We were mindful of the risks posed particularly in schools in managing safe discussions as emotions are more openly discussed. We were also mindful that in opening up discussions with professionals, parents, children and young people about emotions, there may have been disclosures.

Champions were given various workstreams to explore – working with peers, working with children and young people or working with social media. In addition, a parenting work stream was developed in Yeovil. The workshops also included strategies to support the cascading process and a full training programme for the champions to train colleagues in Emotion Coaching. One of the workshops also focused on disseminating the work to heads/governors/managers and working with young people. In addition, an e-learning tool in Emotion Coaching supported the champions' learning. Internal feedback from the champions suggests the online course provided a good opportunity to extend and reinforce their learning in the workshops. The champions were also introduced to the two Emotion Coaching peer mentoring programmes drawn from Bath Spa's pilot studies of Emotion Coaching peer mentoring programmes with primary school children and young people in a youth centre. Social media opportunities were also created to support the networking and dissemination process. Finally, a county- wide dissemination conference took place in January 2016 where champions were given opportunities to showcase their work and reflect on the project.

Ongoing evaluation of the programme content was collected and collated to inform the programme as it developed. Participants were asked to complete online evaluation forms after each workshop. An independent evaluation by a researcher from Exeter University Medical School was also commissioned by Bath Spa and EHCAP to support the evaluation of the workshops. The full report can be found in Annex D.

EMOTION COACHING

Emotion Coaching is a useful tool or approach in supporting children's behaviour and mental and emotional health and well-being. It is based on the work of John Gottman and colleagues in the USA. It emphasises the importance of considering the emotions which underlie particular behaviours 'in the moment', before dealing with limit setting and problem solving (Gottman, Katz & Hooven, 1997). Emotion Coaching views all behaviour as a form of communication and makes an important distinction between children's behaviour and the feelings that underlie that behaviour. A key belief is that all emotions are acceptable, but not all behaviour. It is about helping children to understand their different emotions as they experience them, why they occur and how to handle them, leading to happier, more resilient and well-adjusted children. Emotion Coaching engages with adults' beliefs, attitudes, awareness, expression and regulation of emotion, their reactions to children's expressions and adults' discussion and support or coaching of children's emotions (their meta-emotion philosophy).

Gottman et al's (1996) initial research on Emotion Coaching drew attention to less effective ways of supporting children's emotional regulation and subsequent behaviour. Adults who are 'disapproving' or 'dismissive' of children's emotions tend to ignore, criticize or reprimand affect displays, particularly intensive emotions, which may often manifest as challenging behaviour. Such adults may view stress-induced emotional expression as a form of manipulation, a form of weakness and/or something that should be avoided or minimized (collectively known as 'emotion dismissing'). An emotion dismissing style, whether disregarding or punitive, has a negative impact on children's emotional regulation and behavioural outcomes, which includes their mental and physical health (Gottman et al., 1996).

Research on Emotion Coaching in England (Rose et al., 2015; Gus et al., 2015) complements the evidence base from the USA (Gottman et al., 1997, Katz et al., 2012, Shortt et al., 2010) and Australia (Havighurst et al, 2013, Havighurst et al, 2010), which points to the efficacy of Emotion Coaching in supporting emotional mental health, well-being and behaviour across the age range. Havighurst et al. (2009) have highlighted how Emotion Coaching can contribute to children's 'Internal Working Models'. Internal Working Models are created in the first few years of life through the attachment relationships with caregivers. Through attuned, social interactions, caregivers guide children's thoughts, feelings and behaviour. Attachment research has shown how 'emotion-focused talk' by the adult can teach children to use appropriate strategies to cope with stress, helping to build the architecture of their brains (Bowlby, 1998; Schore, 1994). This links to the idea of reflective functioning as well as to the work of Vygotsky (1986) and his notion of an 'internal dialogue'.

Emotion Coaching assists the child to develop an internal dialogue about social and emotional experiences and aids them in regulating their emotions and social behaviour. Research evidence shows how Emotion Coaching can help children and young people diagnosed with mental health and other difficulties, such as depression (Hunter et al., 2010; Katz & Hunter, 2007) and conduct behavioural difficulties (Havighurst et al.; Katz & Windecker-Nelson, 2004). Moreover, the case studies in this project illustrate how Emotion Coaching can support early signs of mental health difficulties which may manifest as challenging behaviour. It is essentially an empathic and dialogic process which enables children to feel appreciated, to explore their feelings and relationships, to reflect with others and to confront their core emotions such as anger, fear and anxiety, rather than projecting them through challenging behaviour (Matthews, 2006). A key aspect of Emotion Coaching is its mindful nature and the way in which it operates as an 'in the moment' strategy. An integral part of the training programme incorporated the practice of mindfulness and the importance of helping children and young people to 'pause' during emotional moments to support self-regulation. The narrative provided by Emotion Coaching creates a communicative context for a child's emotional experiences to be explicitly and meaningfully processed within a relational dyad, and resonates with Siegel's work on interpersonal neurobiology and his links to work on mindfulness (Siegel, 2012). Siegel's 'hand model of the brain' is a particularly useful model that was used as part of the training programme to support understanding of how the 'thinking brain' can become separated from the 'emotional brain'. Regular practicing of 'being mindful' increases activity in the pre frontal cortex (thinking area) and decreases activity in the limbic system (emotion area) helping the more rational parts of the brain to moderate emotional impulses. Emotion Coaching facilitates practitioners to connect with children and young people and then re-direct them to more positive outcomes. It can operate as a stabilising factor to enable children to focus their energies on learning and to help them moderate the challenges of school life and beyond. (See Annex A – 'What is Emotion Coaching?' for more information regarding this strategy).

OUTCOMES AND FINDINGS

Findings from the project are set out in accordance with the project's Outcomes and Key Performance Indicators¹. Some outcomes and KPIs are grouped together for ease of access and to correlate with the data. For example, most of the findings for Outcomes and KPIs related to the Mental Health Toolkit and joined up working have been grouped together.

Outcome 1

- Increased awareness of emotional mental health within the children's workforce

KPI 1

- *At least 100 people across Somerset have undertaken the training outlined in the specification*

KPI 2

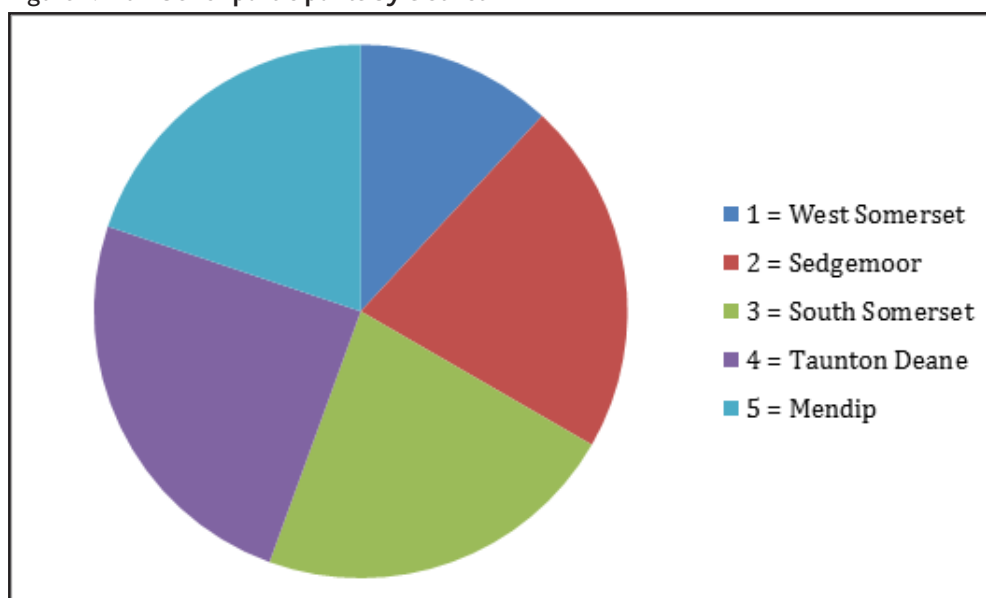
- *100% of those attending the training demonstrate increased awareness through evaluation feedback, 8 case studies and use of agreed tools to demonstrate learning has been embedded into practice*

KPI 3

- *75% of schools involved in the project implement an Emotion Coaching strategy*

The project was launched in February 2015 and generated strong interest with attendance of over 60 people. Out of 136 participants who were initially trained, 125 provided self-report data for this study and 72 completed the Exit Questionnaires. The overwhelming majority of participants were white females. The average age of the participants was 43.59 years. Of those who provided information about ethnicity, 121 described themselves as white British, 2 as white other, and 1 as white European. This sample has worked an average of 16 years with children and young people. From those who provided information about education, the highest level of educational attainment was postgraduate degree for 19, undergraduate degree for 48, NVQ for 4, Certification HE for 2, A levels for 6, O Levels for 5, PGCE for 30, HND for 1, Level 5 Diploma for 6, Nursing Diploma for 2, Professional Financial Qualification for 1, and GCSE for 1. Figure 1 below denotes the number of participants by District. Figure 2 denotes the gender ratios.

Figure 1. Number of participants by district

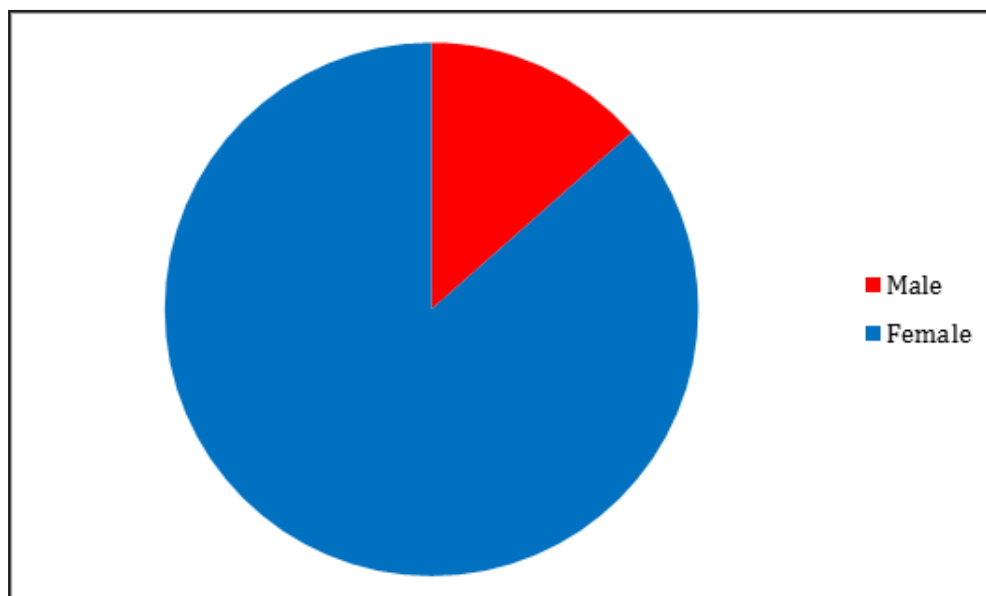


N = 125

15 of the participants were from the district West Somerset, 27 were from the district of Sedgemoor, 28 were from the district of South Somerset, 31 were from the district of Taunton Deane, and 25 were from the district of Mendip, as illustrated in Figure 1.

¹ Note that some KPIs were amended or removed during the course of the programme in agreement with the commissioners, particularly those that related to data collection from children and Young People (see reports and minutes of Review meetings).

Figure 2. Number of male and female participants



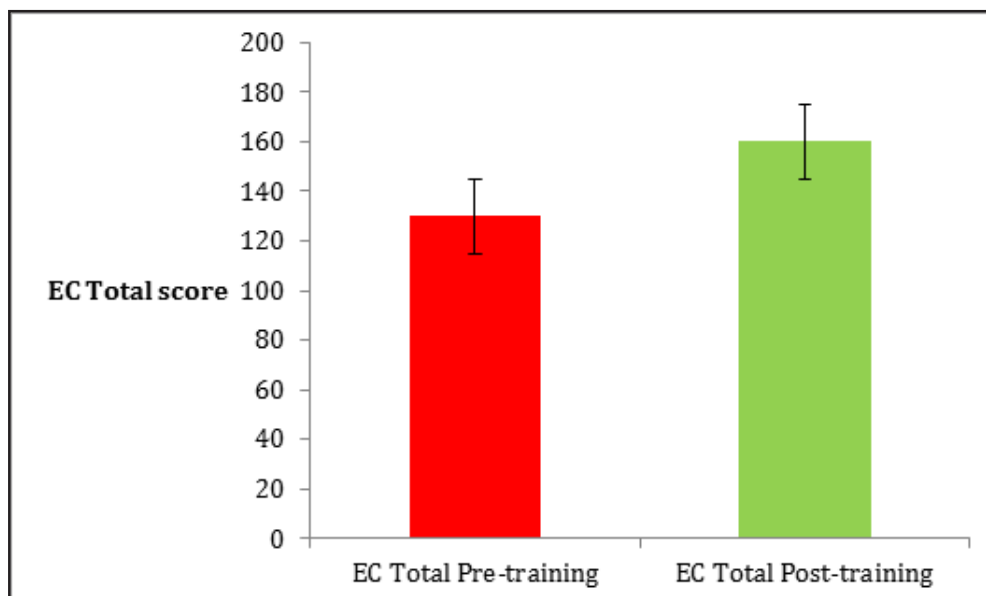
N = 125

The attrition rate over the course of the year was relatively low (around 11%) with at least 100 champions remaining engaged for the majority of the workshops. The number of champions who appeared to remain committed throughout the project was at least 100. We have received confirmation of their intention to cascade from at least 100 champions either in written or verbal form. Many of the cascading plans were reported in an Annex to the November Review Report to the commissioners and Annex B highlights those champions who have presented their cascading plans or work in Emotion Coaching to the programme leaders or to their own organisations, to date. Attendance was recorded and remained high for the first few workshops and tended to drop to around 50% in the final three workshops. This may have been because the expectation of attendance was reduced as champions were given more flexibility to explore and plan their cascading plans. A summary of the champions who were not engaging (and their apparent reasons) was compiled and sent to the commissioners during the course of the project. All non-engaging champions were contacted by email or telephone. The vast majority of champions have been responsive in clarifying their reasons for non-engagement and dropout – these were usually legitimate and unavoidable e.g. job loss, relocation, workload.

Increased awareness of emotional mental health was partly measured via the use of a psychometric questionnaire which ascertained the adults' meta-emotion philosophy, which entails beliefs and attitudes towards own and others' emotions, perceptions of children's behaviour and the underlying emotional functioning that might generate certain behaviours. Therefore, the project also sought to identify whether or not the adoption of Emotion Coaching might alleviate 'emotion dismissing' amongst adults working with children. Statistical analysis of the psychometric questionnaire suggests that participants became less 'dismissing' in their beliefs and attitudes about emotions and emotional expressions in children and young people and became more 'Emotion Coaching' in their attitudes and beliefs.

The Emotion Coaching Questionnaire (McGuire-Snieckus et al., forthcoming) derives from pre-existing assessments of emotional styles and meta-emotion (Lagace-Seguin & Coplan, 2005; Gottman et al., 1997), then subjected to principal components analysis and structure equation modelling on separate samples. With 39 items the minimum score for this questionnaire was 39 and the maximum score was 195. Higher scores indicate higher Emotion Coaching beliefs and behaviour. In total, 62 matched pre- and post-questionnaires were obtained from the champions. The pre-training average for this sample was 129.4 (SD = 1.21) and the post training average for this sample was 159.98 (SD = 1.52) as illustrated in Figure 3. The mean difference between pre- and post-training was 30.04 points.

Figure 3. Increase in Emotion Coaching (EC) style (Means plot with +/- 1 SE)



N =62

A repeated measures t-test was conducted to determine if there was a significant difference in the pre- and post-training Emotion Coaching Questionnaire means where $t = 17.9$ ($df = 61$), $p < 0.001$ revealing a significant difference. There was a large effect size Cohen's $d = -20.10$ based on the average standard deviations from the two means, correcting for dependence between means, using Morris and DeShon's (2002) equation. The findings are, therefore, statistically significant.

This data suggests that the participants changed their meta-emotion philosophy indicated by a reduction in levels of emotion dismissing beliefs and attitudes and an increase of Emotion Coaching beliefs and attitudes. This is consistent with other evidence of Emotion Coaching used for parenting programmes (Gottman et al., 1997, Havighurst et al., 2010, Wilson et al., 2012). Emotion Coaching engages with adults' beliefs, attitudes, awareness, expression and regulation of emotion, their reactions to children's expressions and adults' discussion and support or coaching of children's emotions (their meta-emotion philosophy). This corresponds with the evidence identifying the important skills needed to support socialization of children's emotions (Katz et al., 2012).

Further evidence for the ways in which the KPIs were fulfilled is from the numerous case studies that were compiled by the champions. In total, 30 case studies were generated. A selection of 12 case studies are presented in the main body of this report and a further 5 case studies are presented in Annex E. These case studies were written by the champions and are presented in their 'raw' form (i.e. they have not been subjected to any analytical process). The case studies come in different forms. Some are specific vignettes about the use of Emotion Coaching; some provide a brief review of how champions have utilized Emotion Coaching to support their work in promoting emotional mental health, including cascading to colleagues; some show how Emotion Coaching has improved behaviour; some show how it has facilitated joined up working and a 'culture of openness' about emotional mental health. Overall, the case studies provide effective illustrations of the champions' work and how Emotion Coaching has become embedded into their practice.

Although this was not formally evaluated, it is worth noting that the project also increased the champions' awareness and practice of mindfulness which is evident from a range of evidence such as Facebook posts, champions undertaking mindfulness training and use of mindfulness apps. One Social Worker champion is working with MindfulnessUK to cascade mindfulness within Social Care and another is attending the Oxford University Mindfulness Summer School.

The following case study illustrates how Emotion Coaching and related strategies were utilised by a Parent Family Support Advisor to support a family, helping a parent to change how she responded to her child's behaviour and how this improved her child's emotional mental health.

Case Study 1 - A case study demonstrating support for a parent learning to use Emotion Coaching which affected her meta-emotion philosophy and increased her ability to support her child.

Professional Role: PFSA

Child/Young Person: Male, Age 10

Background

E was struggling to come into school each morning. Mum had to walk him in everyday and most days E would become tearful and panicky on separation from Mum. E had started to say he didn't want to come into school. E's mother and teacher had rising concerns.

EC Interventions

Mother was supported with emotion coaching strategies to support E.

E was supported in 6 weekly 1:1 sessions through:

- Accepting and empathizing with emotions and emotional responses.
- E identifying sensations and effects of emotions in his body. 'Just breathe' video and breathing strategies.
- Dan Siegel's hand model of the brain and brain development.
- Exploring sensory strategies that may work for E.
- Exploring emotions relating to school and separation from Mum.
- E making decisions to support himself.

Outcome

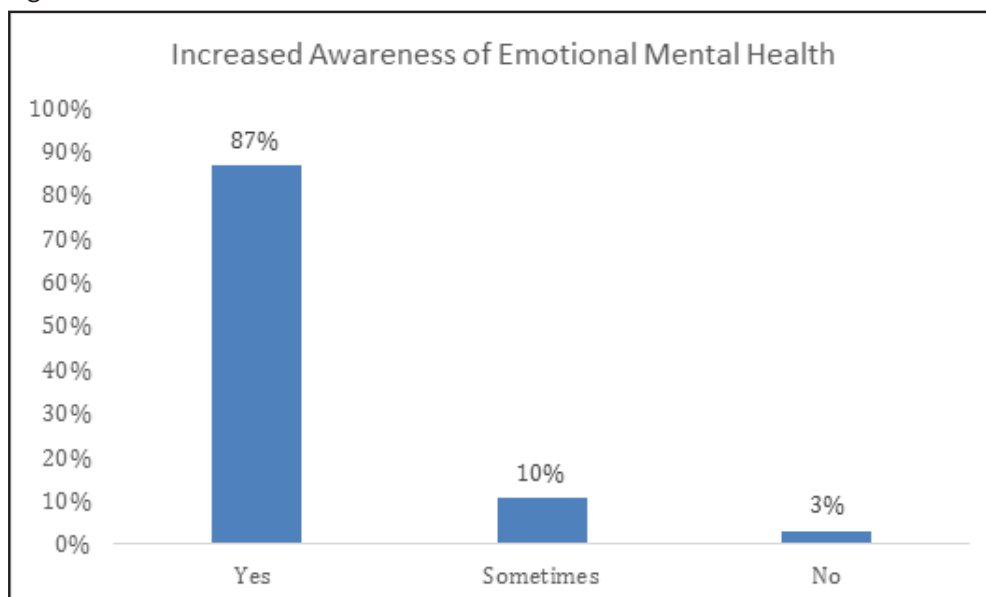
E became increasingly able to speak about and accept his own emotions. He was able to identify low intensity emotions and use sensory focus to prevent development to high intensity/overwhelming emotions. E now has a better understanding of how his brain works and the feelings this stimulates in his body. He is able to regulate breathing and use a small piece of 'blu tac' to focus his senses on in times of stress.

E is also now able to separate from mother without stress. His mum reports that the mornings are much calmer. E's teacher and teaching assistant remarked on changes in E's mood, attitude and coping strategies. E is able to recognise the difference in himself and spoke of walking part way to school with his friends.

The findings are supported by evidence from Exit Questionnaires completed by 72 of the champions. The Exit Questionnaire was compiled to obtain additional feedback from participants regarding impact. The questions included a range of items related to how Emotion Coaching affects their professional practice in supporting children's mental wellbeing and behaviour, as well as how it supports their own capacity to self-regulate their emotional wellbeing and responses. It also posed questions on the impact of Emotion Coaching in improving behaviour. The Exit Questionnaire included semi-structured open response items that queried participants' views on how Emotion Coaching had affected practice as well as possible benefits and challenges of applying the tool in practice. Finally, the Exit Questionnaire asked participants to respond to questions related to the specific KPIs, such as whether the training had increased their awareness of children/young people's emotional mental health and whether Emotion Coaching had improved their knowledge and awareness about emotional mental health, including their capacity to regulate their own emotions.

In total, 87% agreed that the training increased awareness of emotional mental health, 10% sometimes agreed and 3% did not agree as illustrated in Figure 4.

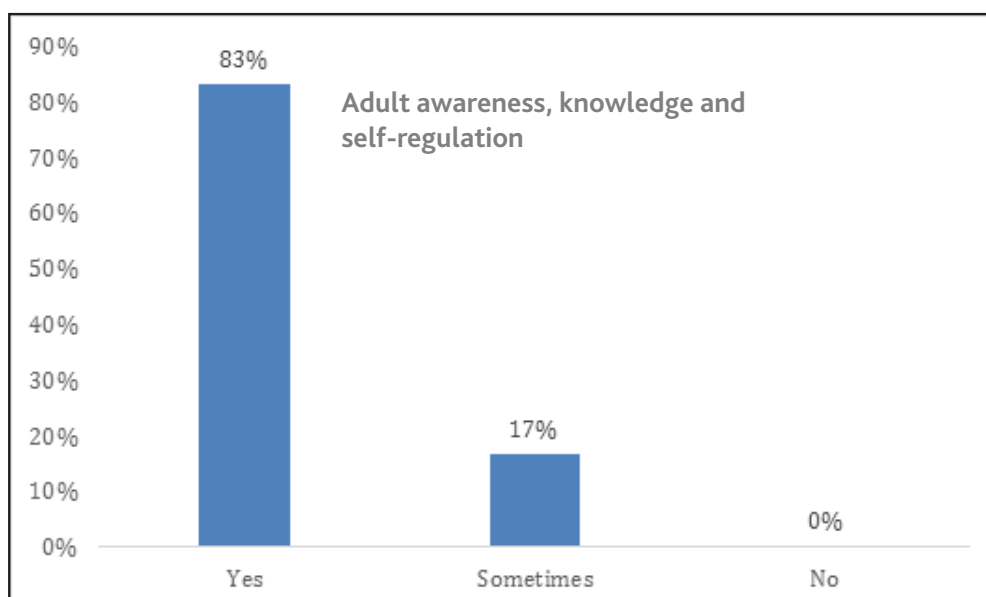
Figure 4. Increased awareness of emotional mental health



N = 72

In total, 83% agreed that Emotion Coaching training improved adult awareness, knowledge and self-regulation and 17% agreed sometimes, as illustrated in Figure 5.

Figure 5. Adult awareness, knowledge and self-regulation



N = 72

Further support which reflects how this Outcome and KPIs have been met can be seen via the free text responses in the Exit questionnaire and qualitative analysis (completed by 72 champions). The champions were asked about the usefulness of the Emotion Coaching and how it might have benefited their practice, particularly in relation to children and young people, as well as themselves. They were also asked to comment on the cascading process and some of the challenges of implementing Emotion Coaching in practice. The method divulged thirty seven key themes from the first order coding within the overall content analysis of the Exit Questionnaires. A second order coding distributed the responses into 3 main categories, Effects on Professionals, Effects on Practice and Effects on Children/Young People. Each of these main findings contains sub-themes which identify the ways in which the impact has manifested itself. These findings correlate with other findings from pilot studies (Rose et al., 2015). Some of these findings are outlined below and some are reported in the sections that follow. Illustrative quotes are provided which reflect a particular finding. It is important to note that as well as champions appreciating having an increased knowledge

of emotion regulation and an understanding of the neuroscience behind the Emotion Coaching strategy, the links between the effect on professionals and the effects on children/young people are strong - the implication here is that changes in professional practice due to Emotion Coaching enable positive changes for children and young people. They also felt the dissemination to other professionals to be of significance. There appears to be an inherent ability and desire from the champions to cascade their training and thereby widen the positive effects experienced to as many children and young people as possible. The use of the strategy by communities as a whole could, therefore, be seen as an important principle that has been encouraged and enabled by the training. The data that follows is all elicited from the Exit Questionnaires. Additional feedback was acquired via verbal feedback during the workshops and via the workshop evaluations which verify these findings. However, only the data analysed by independent analysts are recorded here.

Theme 1: Effects on Professionals

- **Increased knowledge of the neuroscience behind Emotion Coaching (EC)**

'I also really like the evidence base and how to share this with children and young people and give them greater understanding of how their brains work and tools to better manage our emotions.'

'What has been incredibly helpful though, is the understanding of why this works. The neuroscience behind it.'

'Emotion Coaching has given me the theoretical basis to support my values and beliefs.'

'The neuroscience helps give a scientific explanation for the importance of working with emotions and this makes sense to a wide section of adults.'

'I now have a much better understanding of the physiological processes that take place when a young person 'flips their lid' and the best approach I should use to help the young people understand why and what they can do to help themselves.'

- **Increased awareness and understanding of children/young people's emotions and the link between behaviour and emotion**

'I have become much more aware of my own emotions and how these impact on children.'

'I am more likely to recognise and voice how a child may be feeling.'

'One of my first questions is now, 'why are they expressing these emotions?' and the basis of our problem solving and action planning is around the child/young person's/parent's emotions.'

'Giving me a better idea that emotions play an important part in the child's development and do affect the way they behave.'

'Made me think of how I react to situations and be mindful of what's causing the behaviour rather than the behaviour itself.'

'I now think more carefully about the emotion causing inappropriate behaviour rather than simply reacting to behaviour.'

'I have realised that difficult responses are more complex and 'hidden' – we often don't know the 'reasons' for the behaviours'

'I have more awareness of what I actually do for pupils who are struggling'

'I am being more mindful about emotion dismissing'

- **Improved staff empathy and patience in taking the perspective of the child/young person**

'Has helped staff see from the viewpoint of the child, how to support them in communicating and understanding their emotions and the effect they have on their behaviour.'

'I try now to take time to breathe before reacting to situations in the classroom.'

- **A new and useful structured tool**

'I am confident it has provided me with an additional tool to support my work with young people.'

'When the need arises, I now have a tool.'

- **The benefits of an available script and a step by step approach**

'Because Emotion Coaching has clear steps and a 'script' it gives you a good framework to put it into practice.'
'Using the 'script' has just helped to focus in on acknowledging the feeling and that it is alright to feel like that.'
'It has given me a checklist to use when faced with difficult behaviour.'

- **Increased confidence and skills in dealing with challenging situations**

'I feel empowered and confident in my practice.'
'Feel more confident and well equipped in relating to people which makes me more likely to be able to help them.'
'I am less likely to panic because I have more confidence in approaching a young person who is sad, distressed or angry.'
'The staff have a greater confidence in approaching situations and a better understanding of what is driving the behaviour.'
'I am more aware of my emotional wellbeing.'

The following case study illustrates how Emotion Coaching has been embedded into the practice of a teacher and a TA in a school, increasing their confidence and skills in managing challenging behaviour.

Case study 2 – this case study demonstrates the effective application of Emotion Coaching into practice to support the emotional and social development of a young child.

Professional Role: SENCo **Child/Young Person:** Male, Reception Class

Background

C had undiagnosed ASD tendencies and this presented itself through various behaviours, both at school and at home. His behaviour at school over the year was well managed by a variety of strategies and mum was working really hard to use similar strategies at home but his behaviour seemed to be more extreme at home and mum was becoming very distressed.

He struggled to share, both objects and time, and needed a lot of preparation and planning for any change. He mixed well with his peers quite happily until he needed to turn take or share then became very angry/upset/loud and needed a great deal of 1:1 support to cope with this.

EC Interventions

I built a very close relationship with mum making myself available whenever she needed and impressed upon her that it was fine that she was feeling frustrated/distressed/exhausted with the situation and she need not deal with it alone. This was a significant part in the journey as mum felt listened to, supported and recognised that someone was here to help her. I linked mum to another parent (with her permission!) in my setting who had an older child with similar tendencies and behaviour patterns as a form of support network. This was really successful. I explained to mum how to validate her little boy's emotions and to comfort but when C had calmed down it was important to rule set also. This was an area which mum had not been addressing and there had been more focus on the comforting.

In class, C's behaviour often manifested in "meltdown"/"screaming". This would be when someone had a particular figure/car/coloured brick he wanted or when someone wanted to do a puzzle with him. Prior to using emotion coaching with C, my class TA had tended to oversee the outburst by primarily comforting/calming and then finding something else to do with him. This approach worked, however, we were not helping him to self-regulate in anyway and it was totally dependent on a high level of adult input – which is at quite a premium in a reception class of 30!

When I started to use an emotion coaching approach with C, I took over dealing with C myself and (when I became confident at using it myself) I asked my TA to observe from a distance. At every outburst I said "I know it makes you cross/sad when you have to share the princess/green bricks/blue lions and that's fine to feel cross, I would feel cross but in this class we share." I then took him over to our class rule board with symbols "We share" and asked him to point to it. (C was very reliant on a visual timetable and I always went through it with him at the start of each session.)

His meltdowns usually happened during periods of independent/non adult directed learning/play. Before any such sessions I briefly reminded C of our rule in class and asked him to tell me it – I gave him a script: "In our class we share." This really helped and he began to take turns more successfully often repeating his script to others as he played. I introduced a sand timer to help him understand he could have a go of something but then must pass it on. I felt the Emotion Coaching empowered him and by giving him some "mantras" to repeat helped him to start to self-regulate.

We practised saying:

"Can I have a turn" "Would you like a turn" "It's your turn now"
"It's my turn now" "I am sorry for shouting" "Thank you for sharing"
"I need some quiet time."

C had excellent literacy skills so was able to read these captions on pieces of card and enjoyed the independence it gave him. He started to recognise that when he was sad/cross he can become happier /calmer if he takes turns or finds a quiet space.

I did see huge progress during the summer term and observed several times him handing over a beloved figure to another child whilst saying "It's your turn now" or he would come over to me and say "I am sharing today."

My TA observed and began to use the same approach. There had been too much emphasis on comforting and Emotion Coaching really helped by acknowledging that the feelings he was having were fine but the behaviour wasn't.

Outcome

I have continued to monitor his behaviour through talking with his new teacher who has not noticed any significant problems with sharing.

Although he still needs lots of preparations for changes, Emotion Coaching gave him some strategies to deal with his anger/sadness and as all staff members are beginning to use it this progress will continue.

The next steps in this case study will be to continue working with mum at home as there are still episodes of anger/meltdown at home. Giving mum, alongside other parents, training in Emotion Coaching will be part of our Emotion Coaching action plan.

Theme 2: Effects on Professional Practice

- Improves relationships and connections with children/young people, encouraging communication

'It enables me to connect with young people in a more meaningful way.'

'It gives me a better connection with the child. Also, it improves the relationship between us generally in less stressful situations.'

'They seem to respond to the fact that you are interested in them before you deal with any behaviour or issues.'

'I think it promotes thoughtful, relationship based practice.'

'I have used Emotion Coaching to establish and develop relationships.'

- Has changed professionals' practice

'I believe this has not only changed my practice but my parenting for the better.'

'It has made a direct impact on how I approach a child who has lost control.'

'I do not attempt a reasoned conversation about why and what has happened until I am sure they are back in control and ready to talk about what has happened.'

'I have changed my approach to young people, particularly those with 'anger' issues.'

'More aware of how I interact with children.'

'It informs the conversations I have with professionals (school and children's social care staff) supporting vulnerable (LA) young people.'

'It has helped me to focus and refine my practice ... with great success!'

- Fewer incidents are experienced and it helps to de-escalate situations, with positive results on behaviour

'I think it has reduced the number of incidents that would have otherwise escalated.'

'Conflict is resolved more calmly.'

'There are three pupils with quite challenging needs that are benefitting from staff using an Emotion Coaching response.'

'I have tried some Emotion Coaching with a pupil who gets angry and reacts. I had to leave it some time for her to calm, but we were able to talk through the situation'

'Have been using Emotion Coaching at school in my own class with a particular child with some significant and positive results.'

'By reducing the number of incidents that I actually need to step in and deal with because they are not escalating but being dealt with by the member of staff.'

This 'means they are less disruptive in class and this in turn means that everyone else benefits.'

'It's also helped to de-escalate situations of unwanted behaviours very quickly.'

'It is useful as an alternative to traditional methods of intervention with behaviour, eg isolation or detention.'

The following case study also shows how Emotion Coaching can be used to de-escalate situations and enable children and young people to self-regulate more effectively.

Case Study 3 – a case study showing how Emotion Coaching supports children's behaviour and emotional health.

Professional Role: SENCo

Child/Young Person: Male, Year 6

Background

A has complex needs. He has SA+ funding for SEMH2 and has an EHC plan. A finds it extremely difficult to self-regulate and goes from calm to angry in a matter of seconds, which is really difficult to manage. Everything has to be his way. He shows trauma related behaviours and needs to feel safe. He shows either fight or flight mode in most circumstances. He cannot identify feelings in himself or others and cannot accept responsibility for his behaviour. A has been excluded a number of times and is at risk of permanent exclusion.

EC Interventions

I started using emotion coaching after the introductory session with child A. I couldn't use the full steps of emotion coaching straight away because of A's needs and where he was emotionally. Every time A got angry he would come up to my room, scream, shout, swear and hit things. Usually I would let him calm down before speaking to him. Instead, I would give him 5 minutes, then identified his emotion "It looks like you are really angry. Am I right?" Instantly, this was effective. A would think about what I had said and then reply saying "yes". I would then respond and ask him if he wanted to tell me why he was so angry. A would explain why he was angry but leave out his behaviour.

After a few weeks, A was used to emotion coaching and developed from telling me what happened but also his behaviour in the incident. When he was able to take recognition for this we then challenged the behaviour. We talked about certain behaviours not being acceptable and strategies A could use instead. This took a lot of time to go over as A couldn't regulate this at all. After 6 weeks with support A could use one main strategy.

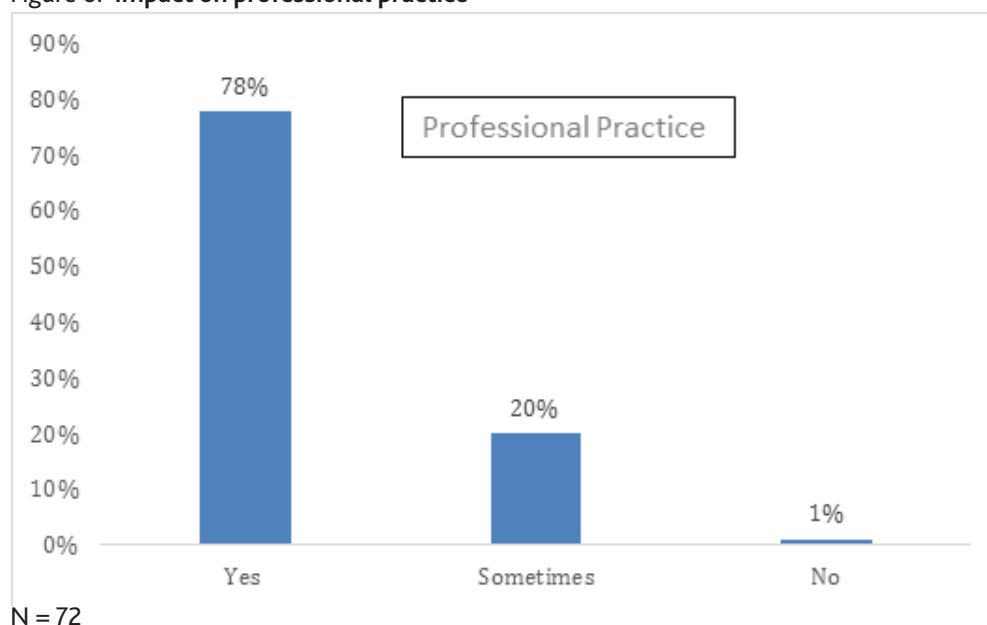
A has started to come to me and express his feelings. A will state comments such as, "I'm angry because Tom called me thick."

Outcome

A has calmed a lot quicker as a result of emotion coaching. He is able to identify his emotion and is able to understand that his behaviour is not acceptable. A has also started to apologise to his peers for his behaviour and as a result fixed term exclusions have been zero since using emotion coaching.

A range of data also supported fulfillment of the KPI related to implementing an Emotion Coaching strategy. Quantitative data from the Exit Questionnaires also revealed the impact on professional practice. In total, 78% agreed that training in Emotion Coaching had a positive impact on professional practice, 20% agreed that it sometimes did and 1% did not agree, as illustrated in Figure 6.

Figure 6. Impact on professional practice



Theme 3: Effects on Children/Young People

- **Enabled more explanations of emotions in conversations with children and young people**

'I am more able to have conversations which explore their emotions rather than being a little dismissive.'

'Has helped me to acknowledge a child's feelings and allow them to feel the emotion rather than trying to solve the issues immediately.'

'It supports children and young people to regulate their emotions and identify that it is ok to feel emotions.'

- **Increased understanding in children/young people about their own emotions**

'Children are better able to explain how they are feeling. Children are more able to recognize why they have reacted in the way they have.'

'Being able to name their emotions and work through a number of ways to action plan.'

'Children can recognize feelings and the effect it has on them.'

- **Children/young people are more able to link their feelings to their behaviours**

'They're also more aware that feelings are ok but the behaviours associated with them may not be.'

'Understanding that the emotion may be valid but the behaviour may not be.'

'It has supported children to self-regulate and manage feelings appropriately.'

- **Children/young people were quicker to calm down**

'It has enabled them to be more open and recognize the feelings behind their actions and to calm, diffuse themselves with support much more quickly than the occasions where feelings/emotions are ignored/dismissed or belittled.'

'Once you validate the emotions, children seem calmer immediately.'

'Takes less time to feel calmer and think logically.'

'Acknowledging their emotions before the behaviour is definitely a far less challenging approach and at times you can physically see the response in their body language.'

- **Children/young people feel heard and valued**

'They feel valued, respected and understood.'

'They feel they are being heard.'

'The children are calmer [and] they feel they are understood and supported with their difficulties.'

- **Improved problem solving skills and enables the use of new solutions, leading to more positive outcomes**

'I've found it useful to get people to think about the issues that affect them and want to change and get them to problem solve themselves rather than being told what to do.'

'I am able to help the young people problem solve and look for different ways in dealing with the issue.'

'I believe that the use of emotion coaching scripts actively helped to move this young man onto a better place in his life.'

'Young people...are able to access emotion coaching awareness training to help them regulate and understand their emotions, which in turn may reduce the likelihood of them facing permanent exclusion.'

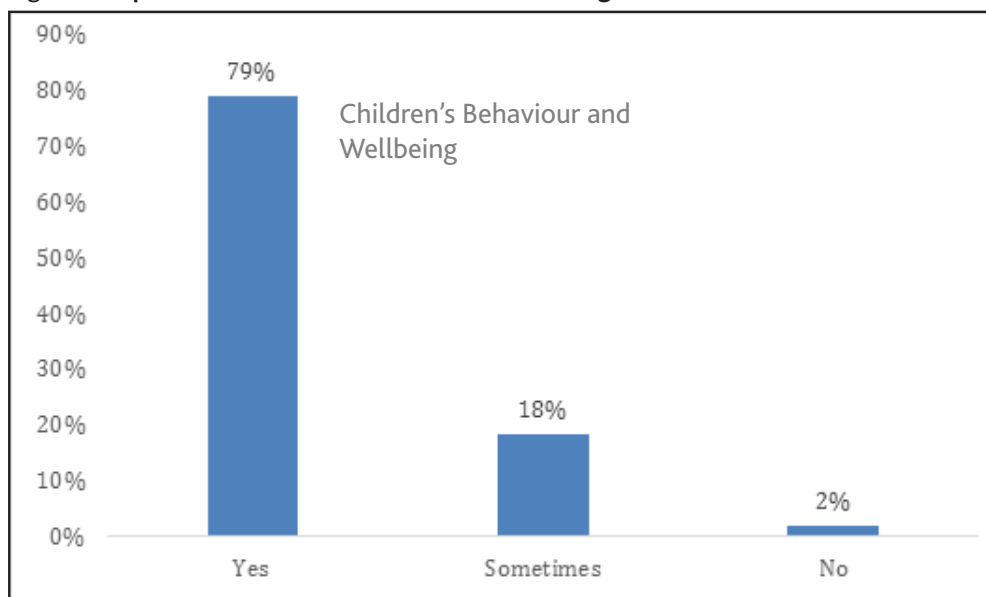
The following case study also reflects the effect of Emotion Coaching on children and young people and how it can be used to sooth and engage them in problem solving.

Case study 4 - a vignette showing how children can feel heard and valued through Emotion Coaching practice and how they are encouraged to link their feelings to behaviours through the process.

Professional Role: Headteacher	Child/Young Person: Female, age 6
Background	
J's father was serving in Iraq for next 8 weeks. A parent of another child in the class said that her daughter had come home and told her that J had been spitting in her daughter (K's) face and telling K that she hated her. So I asked J to come and see me.	
EC Interventions	
Me:	J how are you feeling at the moment?
J:	Fine
Me:	Really? Because if my dad was away, I think I might be feeling a bit worried or sad at the moment.
J:	Well yes...I think I am sad.
Me:	Can you tell me how you feel inside?
J:	I feel a bit mixed up, like I've got all spaghetti in my tummy.
Me:	Do you think the spaghetti is stopping you from behaving as you normally would when daddy's home?
J:	It might be.
Me:	The thing is J, I think we need to talk about how you're feeling at the moment. I think this because you haven't been very kind to some other people. It's not the way you normally behave, so do you think the spaghetti feeling might be causing it?
J:	I didn't know I was being unkind. I sometimes feel sad and want to be on my own.
Me:	We all want to be on our own sometimes J, especially if we feel sad. The trick is to find a way to tell our friends that without hurting their feelings. Then when we don't feel so sad and want to talk to them, they will still be there to play with us.
J:	That's what I want.
Me:	So how about you think of some words that you could use to tell your friends how you are feeling? I'm sure they would understand. Do they even know that daddy is away?
J:	Some of them do.
Me:	What about if you told the class about your Daddy's job and what he does while he's away?
J:	I don't want to do that.
Me:	Ok. Can you think of a way that might make you feel better so that you can talk to your friends so that they understand how you're feeling?
J:	You could tell them.
Me:	Well I will if you like, but I might not always be there. Can you think of what you are going to say to them if I'm not there?
J:	I could.
Me:	Do you Skype Daddy?
J:	Facetime.
Me:	How about if we take some photos of you and your friends to show Daddy the next time you speak to him?
J:	He'd like that. I could ask my friends to be in the pictures.
Me:	Good idea. How do you feel now?
J:	Better
Me:	Remember it's ok to be sad, or angry or frightened J but you can't take it out on your friends. Together we need to find a way to help them to understand how you're feeling and help you to keep control when you're feeling sad. Can I ask you to think about that?
J:	Yes, I'll be ok and I'll say sorry to K.
Me:	You do seem happier. How are you feeling now?
J:	I think I could tell them about Daddy's job because they have Daddies too so they might understand. I could say that when I'm sad I want to be on my own but still be their friend from over there (points across playground).
Me:	Well that's a great start. If you want to talk about this again just let me know.
Outcome	
Not logged.	

Again, in relation to fulfillment of the KPI related to implementing an Emotion Coaching strategy, quantitative data from the Exit Questionnaires revealed the impact on improving children's behaviour. In total, 79% agreed that Emotion Coaching training improved children's behaviour and wellbeing, 18% agreed that it sometimes did, and 2% did not agree, as illustrated in Figure 7.

Figure 7. Impact on children's behaviour and wellbeing



N = 72

The following case studies provide further examples of how Emotion Coaching can be used in a school to support a child's behaviour and lead to more positive outcomes.

Case study 5 – a case study which tracked the behaviour of 10 secondary school pupils who were at risk of permanent exclusion and how Emotion Coaching led to a reduction in internal and fixed term exclusions.

Professional Role: Head of Year, Secondary Education

Child/Young Person: 10 pupils in Year 8 and 9 at risk of permanent exclusion.

Background

EC was used as a strategy to help mitigate the risk of permanent exclusion for these pupils.

EC Interventions

- Key staff teaching the pupils were given information on EC and the Head of Year 8 is an EC champion.
- A parent information night about EC was held, but was very poorly attended.
- Pupils also received training in EC.

Outcome

All but two of the children are no longer at risk of permanent exclusion.

Notable changes are:

- The pupils are able to say how they are feeling and why.
- Pupils regularly use the hand model.
- Young people have become much better at identifying when they are about to 'flip'.
- The frequency of being removed from class or pupils taking themselves out of class has dropped.

School records from one pupil are available to date:

Measure of Emotional Regulation	Term Prior to EC	Term Since EC
Use of 'safety net'	3	3
No. of Internal Exclusions	6	2
No. of Fixed Term Exclusions	7	0

"It has certainly made a difference in how this student is able to engage when things go wrong."

Case study 6 - a vignette showing how Emotion Coaching training has affected practice and the impact it can have on behaviour.

Professional Role: Teacher

Child/Young Person: Male, Age 6

Background

The child is a six year old boy who typically enjoys structure and feels comfortable with set rules. For most of the time, he copes well with school life and joins in with school activities; interacting appropriately with peers and adults. He likes to follow rules but can find it difficult to cope if other children around him don't follow the rules, either in a game or with more general social rules, such as sharing, taking turns, listening to others in conversation. He gets particularly upset if he "breaks a rule" and is picked up on it by an adult. Before emotion coaching his typical response if an adult were to try talking to him about an incident would be to fold his arms across his body, lower his head and turn away from the adult saying "No!" This could escalate into him walking away from the adult, continuing to say or shout "No!" very often crying and visibly distressed.

EC Interventions

The child was drinking from his water bottle but accidentally dropped it onto the floor and the water spilt out. I approached the child with the intention of helping him to clear up the bottle and the water.

I said "Whoops, that was an accident. Let's mop up the water."

He looked red in the face and as I approached he folded his arms across his body, lowered his head and said "No."

I replied by saying "I really think we should mop up the water otherwise someone might slip over on it."

He turned his back to me and said "No" again. Then he began to cry.

I said "I think you're feeling a bit embarrassed about what has happened. Sometimes I feel a bit embarrassed when I think I've made a mistake."

He still had his back to me but he nodded his head.

I said "How about this? I know you dropped the water bottle by accident so I'll start mopping up the water and you can sit down or take some deep breaths for a while. When you feel a bit better you can come and help me finish tidying up."

He nodded again and went to sit at a chair. After a few minutes he quietly came over and silently wiped up some of the water.

I said "Thank you for helping me tidy up. I can see you feel a bit better about this now. I think you feel relieved that the mess has been cleared up."

He replied "Yeah."

I went on to ask "Did it help you to feel better when you had a bit of time to sit quietly by yourself?"

He said "Yes, because no one was asking me questions."

We agreed that next time he was feeling embarrassed about something he could say "Please leave me alone for a little while because I am feeling a bit embarrassed."

Outcome

The child has since used this phrase on two occasions. He sits in a chair for a short period of time then returns to the adult and interacts more calmly to resolve the issue.

Outcome 1a

- A 'culture of openness' is developed around emotional mental health e.g. creating acceptance that it is ok to talk about emotional mental health problems; talk about recovery and hope; see the whole person not the problem

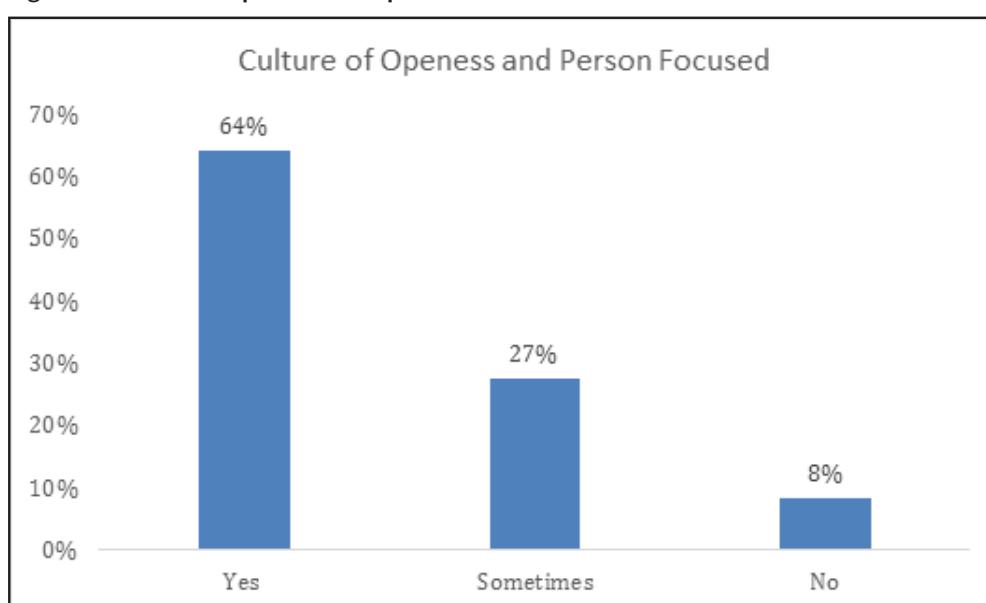
KPI 4

- *Pre and post information gathered from children and young people (CYP) workforce involved in the training and young people involved in the young people's workshop, to demonstrate culture of openness*

Participants were asked in the Exit Questionnaire if they considered that the training had helped to promote a 'culture of openness' in talking about emotional mental health problems and whether it had helped them to talk more openly with children and young people about emotions and possible mental health issues. They were also asked if they felt the training had helped them to be more child/young person focused in their professional practice.

In total, 64% agreed that the training contributed to a more open and person focused culture, 27% agreed that it sometimes did and 8% did not agree, as illustrated in Figure 8.

Figure 8. Culture of openness and person-focus



N = 72

The way in which this KPI has also been met is also evident in some of the illustrative quotes seen earlier in relation to the identified themes of Effects on Professionals, Effects on Children/Young People and Effects on Professional Practice. The additional quotes below in particular serve to highlight how Emotion Coaching can help to generate a culture of openness around emotional mental health, such as creating acceptance that it is alright to talk about emotional mental health problems.

'Students I have used this approach with have been more likely to share concerns and worries linked to that emotion.'

'Seems to have made it more interesting by allowing people to open up more and get to the nub of what the real issues are for them.'

'It has helped to open up routes of conversation.'

'A really positive experience [was] when [a young person] was clearly very low about something and I acknowledged his feelings and this resulted in him sharing a significant medical worry he had had for some time which we then addressed.'

'Helpful in starting conversations with children and not shying away from big issues.'

'I have found it professionally helpful in how to connect with people initially before talking about the issues.'

The way in which Emotion Coaching has helped champions to see the whole person, rather than just the problem, is also evident from the qualitative data analysis. This was particularly evident in relation to helping practitioners to look 'underneath' or 'beyond' a child's behaviour, creating opportunities to be more person-focused. Again, the illustrative quotes presented below are derived from the identified themes of Effects on Professionals, Effects on Professional Practice and Effects on Children/Young People.

'I now think more carefully about the emotion causing inappropriate behaviour rather than simply reacting to behaviour.'

'Made me think of how I react to situations and be mindful of what's causing the behaviour rather than the behaviour itself.'

The following two case studies illustrate the way Emotion Coaching can be used to develop more person focused practice and help to open up conversations with young people.

Case Study 7 - a case study demonstrating how Emotion Coaching was used to communicate more effectively with a young person to support their emotional mental health.

Professional Role: Health Promotion Coordinator **Young Person:** Male, College student

Background

Occasionally a student may be referred to me as part of a disciplinary procedure. For example, a condition of their continuing at College may be to work with me to reduce the impact of their substance use. These sessions can be quite difficult, as the student may not be fully committed to change, instead feeling 'pushed' into support. R was sent to see me as part of the disciplinary procedure. He had been caught having smoked Cannabis and was told that he must work with me if he wished to keep studying at College.

EC Interventions

As soon as he walked into my room I knew he was going to be one of the tricky ones. He didn't speak to me, threw his bag onto the floor and stood next to the door. I asked if he would like to sit down and he grunted and sat on the furthest away chair and almost completely turned away from me. I could tell that he was angry. I know from previous experience that if I try to rationalise with the student e.g. 'I want you to succeed in College and be healthy' or 'you agreed to work with me instead of leaving College', that it has usually aggravated them further and they completely disengage and the session fails. In that moment, I decided to try emotion coaching.

'You seem really angry, I'm guessing that you don't really want to be here.'

'No.'

'I understand that sometimes students in this position can feel like they've been pushed into getting help, and they aren't even sure if they need it.'

'I don't need it.'

'You don't need help? You are happy with the way things are?'

'Yes... well obviously not...I mean...ah f*ck it, it's not worth it'

'What isn't worth it?'

'Nothing.'

'You sound like you are feeling pretty crap about things.'

'It was all fine, they should have just left it. I could've handled it'

'Who should have? The staff?'

'Yeah, my tutor. He didn't have to say anything to anyone. I said I'd sort it.'

'That must have been frustrating. We do need to have a procedure in place though, so that everyone deals with a situation in the same way. I'm guessing you'd feel pretty annoyed if you got put through a disciplinary and the next person caught having smoked weed just got told to sort it themselves?'

'Whatever.'

'Look, I understand that you are annoyed. You probably felt like you had things under control and now that someone else has stepped in and told you what to do, you feel like you've lost control of the situation?'

'Yeah.'

'Did you enjoy your course before all this?'

'Yeah, it was good. I mean it's good to do something that'll actually lead to a skill, you know, a job.'

'Yes, the world will always need plumbers! It's a good course to do, especially with the uncertainty of jobs at the moment.'

'Yes.'

'I want you to succeed at your course, it sounds like you enjoy it and are good at it?'

'I'm doing alright...well I was...'

'I'd like to help you to get back on track. It sounds like you have a plan and that includes finishing College, yes?'

'I suppose'

We then looked at the first part of the screening tool, which seemed to go well. He answered my questions truthfully and volunteered information on occasion before I even asked!

Outcome

He turned up for his next session, on time, sat down nicely and even asked how my weekend had been! I don't know if he will successfully complete the tool and reduce his substance use but I am hopeful. I do know that in previous cases like this, the student has not engaged at all. I suspect because their emotions weren't explored before diving in with logic!

Case Study 8 - a case study of a young person which shows how the training has reinforced a champions' knowledge and understanding to support her ability to generate a culture of openness.

Professional Role: LSA **Child/Young Person:** Female, Age 16

Background

I was contacted by my line manager to meet with a student in crisis who was distressed, angry and threatening to run away from home.

The student is studying Sports Science, is 16 years old and has a diagnosis of ADHD and has a history of self-harm including issues with food and body image.

EC Interventions

The First Meeting:

As this was a crisis situation, I met the student straight away. On opening our interaction, I started with an open question in an emotion coaching style. I introduced myself and immediately acknowledged that the student appeared angry, upset and worried.

This immediately enabled her to say "yes I am f****ing angry, I hate it here and I hate it at home"

I then asked the student where she would like to talk. She told me she "hates confined rooms" so we made our way to the football field, a place she felt comfortable. We sat down and I empathized with how difficult new beginnings are. The student quickly began to share her thoughts and feelings including the issues at home which were worrying her. For the first twenty minutes or so I listened and summarized to check I was really hearing her perspective. I asked open questions to initiate conversation such as, "So tell me how life is for you right now." She did tell me, and we sat talking in the sunshine for a solid hour. As the time passed the student relaxed more and was able to communicate eloquently as the adrenalin fuelled limbic brain managed to relinquish its power and let the thinking and reasoning flow. Together we were able to agree an ongoing plan which involved:

- Weekly meetings with me as a mentor until she felt more settled at college
- A meeting with her tutor to pass on her concerns about lessons and strategies helpful in minimizing the impact of her ADHD.

The student gave me permission to discuss concerns at home with the senior tutor. I also supported the student to contact her elder brother and arrange to stay the weekend with him as she was adamant she was too angry to see her parents. I also supported her to phone her Father and tell him her plans to stay with her brother.

I then arranged subsequent weekly meetings where each time, I would begin with a statement linked to how she was presenting or the things she said for example, "What's been happening? You look a bit tired."

Outcome

The situation at home is improving and the student has been doing well on her course now we are nearing half term.

The emotion coaching approach is very similar to how I usually communicate to build rapport and support but it has been useful to understand a bit more of the neuroscience and have a platform to explain why I am doing what I do instinctively.

This student clearly needed to feel listened to and have her sometimes overwhelming emotions identified and acknowledged, only then was she able to utilise her many skills and reasoning ability to begin to find solutions to the issues causing her concern.

Outcomes 2 and 3

- **A sustainable network of trained champions exists in Somerset**
- **A legacy of trained trainers**

KPI 6

- ***A split of 60:40 (school based staff : Wider CYP workforce) demonstrated***

KPI 5

- ***A minimum of 70 champions across Somerset are in place and willing to support other teachers and CYP workforce to train in Emotion Coaching in and outside their own immediate work environment***

There is a wide range of representation from the CYP workforce across the 5 districts. The majority are school based with wide range of representation from other organisations. The participants came from a wide variety of contexts. From evidence from the self-reports, it appears that in total, 31 were based at a primary school, 12 from a secondary school, 1 from a first school, 5 from Somerset County Council, 7 from Getset Somerset, 18 from colleges, 2 from middle schools, 1 from Somerset play forum, 1 from Carer's Voice Somerset, 3 from Children's Social Care, 1 from a Pupil Referral Unit, 1 from County sports partnerships, 1 from an infant school, 1 from a housing group, 1 from Community and Youth Service, 1 from Autism and Communication Service, Somerset, 2 from Child and Adolescent Mental Health Service, 1 from STEPS centre, 1 from Inspired to Achieve, 1 from the Deane Discovery Centre, 1 from Wellington Community Support Services, 1 from Avon and Somerset Constabulary, 1 from a School for vulnerable children and young people, 7 from Health Connections, Mendip (Frome Medical Practice), 1 from Street and Glastonbury Community Learning Partnership, 1 from Royal Naval Air Station, Yeovilton, and 1 from Link Education Centre (Mendip).

The champions are currently working with children and young people with an age range from 0 to 25 years and some are also working with adults. They came from a wide variety of professions. 42 were teachers, 6 teaching assistants, 5 social workers, 11 family support workers, 6 early help officers, 4 in pastoral support, 11 head teachers, 1 play development worker, 4 learning support coordinators, 1 link worker, 1 school counsellor, 1 year head, 2 from student services, 2 in autism support, 2 team leaders, 8 in health promotion, 1 in social care, 2 wellbeing coordinators, 1 youth worker, 1 educational psychologist, 4 mental health practitioners, 1 safeguarding lead, 1 volunteer, 1 nurse, 1 GP, 1 SCCYP champion, 1 receptionist, 1 line manager and 1 police worker. A list of schools and services is also attached for information (Annex B).

On average, just over 60% of champions (75 out of 125 who completed self-reports) are school based. This percentage was not evenly balanced throughout the districts. For example, in Mendip there was a stronger representation of health professionals than education practitioners. However, the overall balance of 60:40 was achieved across the county.

The following case study provides an example of the use of Emotion Coaching and how the programme is helping to create a legacy of champions within the wider CYP workforce.

Case Study 9 – a vignette to show how Emotion Coaching by a Youth Worker can help support a young person's emotional regulation.

Professional Role: Youth Worker

Child/Young Person: Female, Age 14

Background

AB regularly attends the youth group and is well known to the group members and the youth workers. AB is vigilant and hypersensitive to loud noises, fidgets and has been described as disruptive or restless. AB joins in with group activities but is always considered to be just on the outside of "group". AB does have one close friend in the group. AB is happy to be left alone and enjoys drawing. AB can often 'flip her lid' when activities become seemingly difficult or if challenged by her peers. AB does not like being in the wrong or not knowing how to 'do' things. For this example, on one occasion AB 'flipped' her lid whilst completing a goal setting activity and became very upset and left the room.

EC Interventions

Emotion Coaching techniques have been helpful for both youth worker and AB. Using the five steps; tuning in, connecting, listening, reflecting and problem solving in a methodical and consistent manner has meant that AB has begun to 'trust' the responses from the youth worker. This consistent approach has in the main been helpful for AB when she 'flips' her lid as she (and others) are more aware of the expected responses from the adults. It has also been noted that young people in the group are starting to use similar techniques and seeking calming approaches to engage AB when she is struggling. AB responds well to mindfulness exercises and the whole group have enjoyed introductions to mindfulness via YouTube clips. Watching the movie 'Inside Out' has also added to the emotional language of the group and they have an increased awareness of their own (and others) emotions.

Outcome

On this occasion when AB 'flipped' her lid during the activity, the youth worker was able to quickly connect with AB and find calm, listen to AB's concerns and support her to name her emotions. AB was able to initiate the problem solving for herself and identified that the challenge was not the goal setting activity but that she was nervous about returning to school after the break. AB and the youth worker were able to talk about the first day back and what to expect, what AB was looking forward to and also her fears. AB was able to return to the goal setting activity with a different outlook.

The independent evaluation by a researcher from Exeter University Medical School reported that champions found that the majority of their colleagues were receptive to Emotion Coaching and were using it with children and young people. They also considered that the theoretical underpinning of Emotion Coaching (the neuroscience) provided champions with the confidence to disseminate to colleagues who may not be open to this way of dealing with behaviour. The same report identified that the majority of champions had embedded Emotion Coaching into their personal and working lives with a plan of disseminating it to the rest of their organisations. This is also evident from the numerous cascading plans that have been developed by champions. Based on the various presentations by champions at various workshops (particularly the heads/governors/managers workshops), it is apparent that the majority of champions are implementing Emotion Coaching in their own professional practice either with children and young people or with families/parents and/or cascading the training to colleagues in their workplace. As mentioned earlier, a summary of cascading plans of the champions was made available to the commissioners in the November Review report and those who have presented to the programme leaders are highlighted in Annex B.

The Exit Questionnaires also identified ways in which the champions have been cascading the training to other staff within their organisations. They commented on the way in which Emotion Coaching is a useful strategy to share and how it can benefit practice.

'In essence, it gives staff members an idea of what is going on inside a child and not just what is going on, on the outside.'

'Supporting staff in talking to children about their emotions and behaviours. Supporting staff in promoting an emotion friendly ethos.'

'In discussion with staff support when exploring children's behaviours.'

Cascading plans were already evident:

'This school has now recognized the need for a learning mentor using emotion coaching and more staff training.'

'I have started cascading my learning to others.'

'I have used this practice to inform my supervision with staff.'

'I have also cascaded information to my colleagues about how they should look after their own health and wellbeing, enabling them to be as resilient as possible to allow them to be effective.'

The following two case studies also provide evidence of how the programme has provided a legacy of trained champions who have already cascaded their training to raise other staff's awareness in supporting young people's emotional health more effectively, as well as working directly with young people to develop peer mentoring skills in Emotion Coaching.

Case Study 10 – a case study which shows how Emotion Coaching can support a young person's emotional health and well-being and raise staff awareness.

Professional Role: PFSA, Urban Secondary School **Young Person:** Male, Age 12

Background

V was referred to our internal support base due to a high level of behavioural difficulties and several fixed term exclusions. Outside school, V had also been involved in petty crime/assault and had been issued with a behavioural contract by the Police. In general, V's behaviour led to angry outbursts where violence was often used.

EC Interventions

Within the base, V received support to understand his emotions, including triggers, signs and how to come down from flipping your lid. The support was delivered on a 1-1 basis. We used a variety of tools to investigate emotions including:

- PowerPoint presentation
- Dan Siegel's hand model
- Handouts from 'Tuning into teens'
- Tense and release exercise
- Just Breathe clip

During our 1-1 session's V said he wished he could wave a magic wand and not flip his lid so often. V felt it would not be possible to reduce his aggressive behaviour.

Outcome

V spent 6 weeks within the base, with staff modelling Emotion coaching. During times of frustration, (where previously V may have flipped his lid) we were able to recognise the early signs and tune in. This enabled V to step outside and take time to sooth himself and come back down.

After 6 weeks V re-joined mainstream school, however, within one week returned after a violent incident. When explaining what happened he said "I just flipped my lid and couldn't get out to calm down". V spent a further three weeks within the base and continued to practice his emotion coaching strategies.

We developed a PowerPoint presentation to share with staff in the hope this would help them to understand what happens for V and how to best support. This also provided V with the opportunity to problem solve situations and pose the question of how it could be different next time.

It is early days for V, but he has re-joined mainstream school and so far has not had one behavioural incident. V has a 'time out' card which he can use without question to leave the class and step outside. V also uses the tense and release within class when he feels he cannot get the space he needs.

Case study 11 - a case study to demonstrate how a Headteacher implemented the Emotion Coaching Peer Mentoring scheme for Year 8 pupils.

Professional Role: Headteacher

Child/Young Person: Year 8 Students

Background

In September 2015, this school set up a peer mentoring programme based around Emotion coaching. Over the course of six months, pupils were trained in the key principles of Emotion Coaching and used these new skills to coach other pupils in and around the school.

EC Interventions

In the first week of the autumn term twenty one pupils were selected to take part in the programme. The majority of these pupils were prefects and all came from year 8 which is the oldest year group in the school. I specifically chose these pupils as they had already been through a rigorous selection process to become a prefect and, as being the eldest pupils in the school, may be more approachable for younger pupils.

After a letter home giving parents facts and information about the project, all pupils returned their permission slips which enabled me to take positive steps forward. Training took place over two afternoons and lasted four hours in total. In this time pupils were instructed in neuroscience, the theory of emotions and also took part in role play exercises on how to Emotion Coach others. Additionally each student received a booklet that summarized the key theories which they were then able to take home and use as a reference in the future. As the cascade champion for the project, I facilitated the training of these pupils.

Once the pupils were trained, they received a certificate created by the school which was intended not only to acknowledge their efforts but also to boost the significance of their role within the school community. Over the next few months the pupils recorded any emotion coaching they did on a proforma in order for me to collect data relevant for the project. On this document they recorded the date of the intervention, a brief summary of the events and how successful they felt emotion coaching was in supporting the pupils. By the end of the autumn term, most pupils had recorded at least one scenario. Also, during the course of the autumn term, all of the pupils who were trained gathered for a follow up session in which pupils were able to discuss their experiences up to that date.

Outcome

The Emotion Coaching project had a number of observable impacts including:

- Some clear positive resolution of low level incidents especially amongst the primary aged pupils. Year 5 pupils tended to respond best to the EC from year 8 prefects.
- A questionnaire by the school revealed that the pupils who were involved as emotion coaches valued the training highly.
- Many prefects commented that by completing the training and using the techniques on others it actually helped them understand their own emotions.
- Around 17 of the 21 pupils who were trained as Emotion Coaches were positive about the experience. The remaining pupils either did not emotion coach or felt they did not have the confidence to do it.
- Emotion Coaching has been included in future whole school planning as a key part of the overall school approach to behaviour.

It is also worth highlighting the evidence from the champions about how Emotion Coaching has been used to cascade to parents (as some of the earlier case studies have also shown). This is not just from champions who work directly with families such as Parent and Family Support Advisers, but also education staff. This is of particular significance in terms of generating joined up working and consistency not just within the children and young people's workforce, but also more broadly amongst families and communities.

'Parents have been able to respond to their children at an earlier stage which has reduced the number of 'outbursts'.'

'Parents connecting before re-directing and putting words to the children's feelings is a really good foundation to helping their children.'

'Next week we are running a workshop for parents and carers.'

'I am developing a framework for my parenting work that embeds Emotion Coaching as core principles and practice.'

'The parents really found this training valuable and have co-facilitated in devising a powerpoint for me to cascade to professionals in regards to training parents.'

'Sharing with parents in supporting them with their children.'

Further evidence of how the project supported work with parents is reflected in the way that 3 champions and two co-facilitators attended the Tuning in to Kids Parenting Training in London in May 2015. Two of the champions then

ran a Tuning in to Teens Parenting Group funded by their schools. They are now running a Tuning in to Kids Parenting Group as a joint venture between their schools, primary care and Getset. This Education, Health, Care collaboration is already changing outcomes for children, young people and their families. Other ways in which the project has facilitated collaboration and the joined up working between services is also illustrated in a case study (case study 13) in the next section.

The challenges of implementing Emotion Coaching and cascading were also explored. Issues concerning 'time' and 'convincing other staff' were both problematic, and were the most cited as posing challenges for the implementation and ongoing dissemination of Emotion Coaching. Implicit within these two main themes (time and convincing staff) are issues concerning the reactions of other members of staff which are seen as vital to the successful dissemination and progress of the project for champions. Furthermore, having leaders who are on board is highly recommended to ensure the most effective dissemination and ensure sufficient time is allocated to enable training to occur.

Outcomes 4 and 5 and 6 and 7

- Increased use of existing resources within Somerset including the Mental Health Toolkit
- Information about specialist services is widely available in different and appropriate formats for children and young people
- The different services offering emotional support to children and young people are aware of the toolkit and are working together to create a joined up approach to sharing information about emotional mental health with children and young people
- Promotion of the Mental Health Toolkit to be integrated into a range of opportunities and settings

KPI 7

- *Include reference to the toolkit in all training events (preferably having it available for people to browse). Include a question in any final evaluation tools about the use of the mental health toolkit. Demonstrate 80% involved in the project have had the chance to comment on the toolkit*

KPI 8

- *Create a list (agreed with commissioners) of the different services offering support and demonstrate (through recording their use of the toolkit and providing an example in each district) a joined up approach to sharing information as a result of this project*

The Mental Health Toolkit was introduced to the participants at the first workshop and each subsequent workshop included a focus on the MHT, including access to the Toolkit. It was made clear that the Toolkit could be used as a tool to promote awareness of specialist services available for supporting mental health and wellbeing. The champions were encouraged to make use of the Toolkit and some of the resources such as the MindEd resources. An opportunity to elicit feedback related to the MHT was included in each post-workshop evaluation, as well as the Exit Questionnaire and focus group interviews. Participants were asked about their use of the MHT in accessing information about services available for children/young people in Somerset to support emotional mental health and whether their awareness of specialist services had improved through their use of the MHT. They were also asked if the training and use of the MHT had facilitated a more joined up approach to sharing information with children/young people about emotional mental health.

There was some positive feedback regarding use of the MHT which largely focused on the way it was a useful resource. Some illustrative quotes reflect this feedback:

'A good resource. Now I can access help and advice easily myself without asking.'

'There are lots of resources and information available through the website and it can point you in the right direction to support children, or seek support from external agencies.'

'This is a resource that will almost without fail provide me with advice, guidance, resources either for me or for the families I work with.'

They appreciated, for example, having access to information about affordable courses, having phone numbers in one place, having access to a range of helpful resources such as Young Minds and other websites and contacts. Champions have also directed other professionals to the Toolkit as evidence in the following illustrative quotes:

'I will draw on it for use in training and to direct others for information.'

'I have cascaded the information to colleagues.'

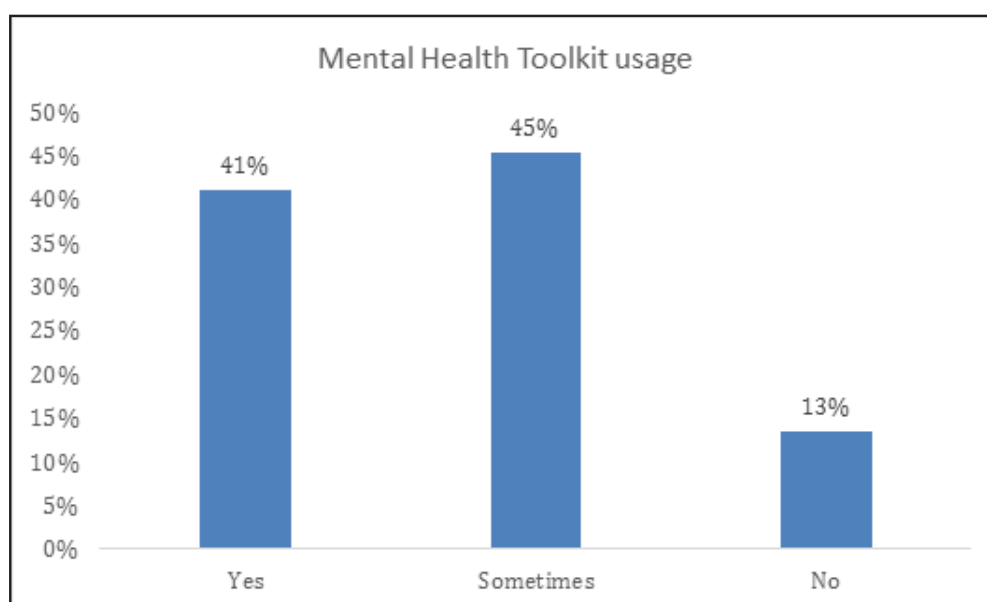
'A good signposting resource and I will look at directing others to it.'

One particular quote sums up the positive response to the MHT:

'It's well set out and a really good resource. I have found it really useful to access information and follow links to access further support. It has increased my knowledge of supportive agencies.'

In response to questions about the MHT in accessing information about services available for children/young people in Somerset to support emotional mental health and whether their awareness of specialist services had improved through their use of the MHT - in total, 41% agreed that it had increased access to and awareness of information about services, 45% agreed that it sometimes did and 13% disagreed, as illustrated in Figure 9.

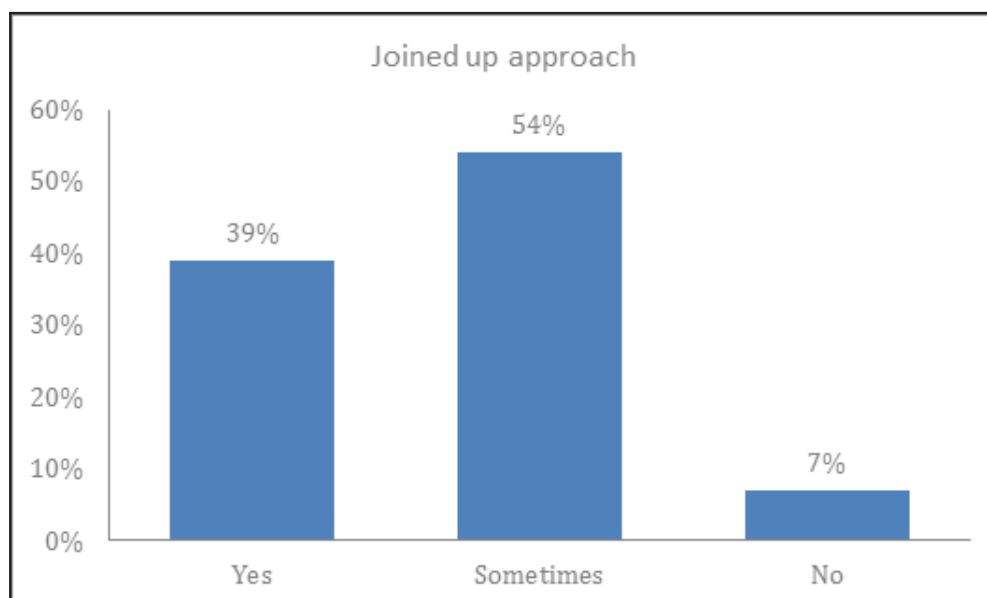
Figure 9. Mental Health Toolkit usage



N = 72

In response to questions about whether the training and use of the MHT had facilitated a more joined up approach to sharing information with children/young people about emotional mental health - in total, 39% agreed that the training contributed to a more joined-up approach, 54% agreed that it sometimes did and 7% did not agree, as illustrated in Figure 10.

Figure 10. Joined up approach



N = 72

The champions were also asked for any suggestions they consider might improve the Toolkit which included the following:

- more information that's pertinent to the average classroom teacher not just specialists
- more information on self-esteem and body image, children who have parents who suffer from mental ill-health and how to deal with anxiety and panic attacks
- more information about trauma and the effects on the brain
- more information on how to identify mental health issues early
- more practical tools rather than just signposting to other sites
- a glossary of key terms

The Independent evaluation also asked for feedback from the champions about the MHT which showed that many of the champions had used the toolkit at least once during the programme. Some suggestions for improvement included a more user-friendly version for children and young people and their parents. More information can be found in Annex D.

The following case study provides a helpful illustration of how the Emotion Coaching can facilitate integrated working and a joined-up approach between different services in sharing information about emotional mental health in order to support children and their families, leading to more positive outcomes.

Case Study 12 – a case study of a young boy and his family which shows how Emotion Coaching facilitated a joined up approach between services to support the boy and his family.

Professional Role: GP

Child/Young Person: Male, Age 10

Background

P's guardian - M - attended surgery at the end of her tether emotionally and with deteriorating mental health difficulties. P's behaviour since she had taken guardianship had become increasingly aggressive toward her and she felt distressed and angry both with P and his biological mother.

Emotion Coaching Intervention

In surgery M and I connected with her emotional distress, accepted the need for time to explore seeing this as a positive opportunity for change, explored and reflected on feelings of anger and sadness over the difficult time that she and her extended family had had over the last few years and the effect on her wellbeing and health. As we moved into problem solving we discussed together various options including M joining a Tuning in to Kids Parenting Group, working with the PFSA at P's school and exploring in more detail P's learning needs.

Outcome

M has commenced a Tuning in to Kids Parenting Group. Both she and her grandson are working with the PFSA who will be arranging a multiagency meeting with P, professionals (including SENCo), carers and extended network. An Educational Psychology report has been requested.

Outcome 8

- **New resources for the toolkit are identified**

KPI 9

- ***Contribute to the assessment of the toolkit functions and development of the toolkit content, including at least 10 new resources to be added***

A range of resources have been developed during the course of the programme with the support of the champions. These will be uploaded to the Mental Health Toolkit to be used as additional resources for supporting the mental health and wellbeing of children and young people in Somerset. All champions have been given their own copy of all these resources on a USB to utilize for cascading training in Emotion Coaching within their own organisations. The resources include:

- Detailed training programme in Emotion Coaching including trainer notes and training materials (powerpoint, video clips, activities)
- Additional training materials including Tuning into Kids materials, handouts and Emotion Coaching scripts
- Peer mentoring training programme including trainer notes and training materials (powerpoints, video clips, activities)
- Theoretical framework and evidence base of Emotion Coaching
- Case study examples of Emotion Coaching in practice
- Information and articles on Mindfulness and Attachment Aware Schools
- Cascading presentations developed by the champions

In addition, a domain was created during the project - www.emotioncoaching.co.uk – through which champions could access resources. It also acted as a live noticeboard providing key information such as the list of participating champions by District and organisation (with brief biographies), the workshop timetable, regular updates of the project and video footage of champions presenting during workshops. It also included links to additional resources such as useful websites (e.g. Mental Health Toolkit, Tuning into Kids, Attachment Aware Schools, John Gottman and Dan Siegel's websites). It also provided links to the Facebook page which enabled champions to post and share learning.

METHODOLOGY

All data was independently analysed by analysts who did not participate in the training. Verification of the findings was undertaken by the programme leaders via reference to recorded feedback during the workshops and via the post-workshop evaluations. The report was compiled by both the training programme leaders and the analysts. The quantitative data (pre- and post-Emotion Coaching Questionnaires, Exit Questionnaires, behaviour indices) were analysed using SPSS (V21) and Excel. Both versions of the pre- and post-Emotion Coaching Questionnaires (V1 and V2) were administered at two points in time: T1 = one academic year pre-training and T2 = one academic year post-training by separate samples. A paired sample t-test (Ferguson and Takane, 1989) was applied to the Emotion Coaching Questionnaire data for each questionnaire version. Exit Questionnaires were collected at one time point, one academic year post-training. Chi-square analysis (Ferguson and Takane, 1989) was utilised for the analysis of the Exit Questionnaire data. The qualitative data (focus group discussions, free-text responses in Exit Questionnaires) were analysed using inductive coding (Creswell, 2002), largely utilising constructivist grounded theory and constant comparative method (Charmaz, 2006; Strauss and Corbin, 1990). The methodology applied by the independent evaluation is detailed in the report in Annex D. Full details of the limitations of the methodology will be published in a peer reviewed paper.

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ANNEX A

WHAT IS EMOTION COACHING?

Emotion Coaching is based on the work of Gottman and Katz and colleagues (Gottman et al., 1996). It is essentially comprised of two key elements - *empathy and guidance*. These two elements underpin the adults' approach whenever 'emotional moments' occur. Emotional empathy involves recognizing, labelling and validating a child's emotions, regardless of the behaviour, in order to promote self-awareness of emotions. The circumstances might also require setting limits on appropriate behaviour (such as stating clearly what is acceptable behaviour) and possible consequential action (such as implementing behaviour management procedures) but key to this process is guidance: engagement with the child in problem-solving in order to support children's ability to learn to self-regulate and to seek alternative courses of action, preventing future transgressions.

Gottman has described Emotion Coaching as involving 5 steps:

1. Be aware of child's responses
2. Recognize emotional times as opportunities for intimacy and teaching
3. Listen empathetically and validate child's feelings
4. Help child to verbally label emotions – helps soothe the nervous system and recovery rate
5. Set limits while helping child to problem-solve

The main research evidence base for Emotion Coaching comes from America and Australia. Randomised Control Trials in America have demonstrated that Emotion Coaching enables children to have better emotional regulation, more competent problem-solving, higher self-esteem, better academic success, more positive peer relations and fewer behavioural problems (Gottman et al., 1997). Emotion Coaching has been used to support children with conduct behavioural difficulties (Havighurst et al. 2013; Katz & Windecker-Nelson, 2004), depression (Katz & Hunter, 2007) and those exposed to violent environments, including inter-parental violence, maltreatment and community violence (Shipman et al., 2007, Katz et al., 2008; Cunningham et al., 2009). Emotion Coaching has also been positively correlated with secure attachments (Chen et al, 2011), and used effectively reduce the externalising behaviours of children with ASD (Wilson et al., 2013). It has also recently been identified as a protective factor for children with ODD (Dunsmore et al., 2012) and for children at risk (Ellis et al., 2014).

The findings from this study correlates with other research in England. Two pilot studies (Rose et al., 2015; Gilbert et al., 2014) show that by using Emotion Coaching when children experience 'emotional moments' which may manifest as challenging behaviour, significant improvements can be made in:

- adults' attitudes to children's behaviour as adults become less 'dismissive' of children's emotions, generating a more relational model of behaviour management
- reducing the number of behavioural incidents by improving children's behaviour and ability to regulate their behaviour
- staff well-being and efficacy via the way adults manage children's behaviour and its effect on adults' reduced stress levels

Emotion Coaching appears to promote the development of social and emotional competences within children/ young people. It can be a valuable tool for practitioners in their work with children and young people. The reported improvements in adult self-regulation during behavioural incidents and enhanced social relationships with children and young people have important implications for professional practice. The common participant claims of practitioners who have been trained in Emotion Coaching testify to how it can help to generate a more consistent response to behavioural incidents, resonating with literature which highlights the importance of consistent responsiveness in promoting social and cognitive growth (for example, Landry et al., 2001). The frequent descriptions by participants of the way in which Emotion Coaching de-escalates incidents and helps both the children/young people and adults to 'calm down' suggests improvements in the stress response system and reflects how children/ young people (and adults) felt more able to regulate their emotional responses (Rose et al., 2015).

ANNEX B

SOMERSET EMOTION COACHING PROJECT: PARTICIPATING ORGANISATIONS AND CHAMPIONS

Highlighted names are champions who have presented either to us or to their Senior Management Team re cascading.

South Somerset

South Somerset Partnership School(PRU)	Jonathan Ingrams Steven Hawker
Previously Yeovil College – Hayleigh and Jess both now with Knightstone Housing	Hayleigh Brown Hollie Uddell-Fagg Jessica Churchill
Holyrood Academy	Samantha Davison Sarah Parsons Trudi Bean Jason Swarbrick
Preston School	Clare Wilson
Stanchester Academy	Anna Winch Gemma Glentworth
Wadham School	Sue Dymel
Westfield Academy	Sharron Ricketts
Ham Hill Primaries- Ilchester to South Petherton	Karen Leafe PFSA
Holy Trinity Primary	Claire West
Manor Court Primary	Adrian Mitchell Sally Nutt
Milford Juniors	Kate Field
Penn Mill Primary	Amie Hancock FSW
Neroche Primary	Claire Small
St Margaret's Tintinhull	Lesley MacDonald
Swanmead Community School	Anna Arnold

Other organisations in South Somerset

ELSA – Kayleigh Partt - attended whole day and first half day
Getset – Saveria Moss, Claire Price, Lindsay Mundy, Joy Wright
Yarlington Social Housing – Gill Gillott
 Yeovilton RNAS Education Centre – Katie Hopkins
Autism and communication service – Nicola Barratt
School Counsellor – Mary Cooper
 Early Years SENCo – whole day and first half day only

Taunton Deane

St George's Catholic School	Becca O'Mahoney
Norton Fitzwarren	Tamsin Witchell
Holway Park Primary	Emma Counter Genna Orton
Rockwell Green Primary - attending West Somerset	Fiona Robinson
Bishop Henderson Primary - attending West Somerset	Sally Newberry Janella Garbutt - e learning only

North Newton Primary	Annie Hudson
Kingsmead, Wiveliscombe	Deborah Eele
Court Fields School	Steve Appleby Ross Seaton
Richard Huish, Taunton	Mary Hudson Bryony Shaw
Taunton Primary	Nicki Buda
Staplegrove	Sarah Addyman
PRU Taunton = Taunton Deane Partnership School	Sarah Sherring
Wellesley Park, Wellington	Claire Morgan Trudy Thorn
Beech Grove, Wellington	Mia France Terry Luke
St Johns, Wellington	Laura Plant Sara Cooper Halina Bayfield

Other organisations in Taunton Deane

Getset – Fiona Davies - has left

Somerset and Avon Police – Angela Bolitho

Taunton Deane Partnership College – Kate Gallagher, Sarah Sherring

Social Workers- Anna Elliott, Gregg Liddington, Charlotte Jeffrey

Youth Worker, Our Place – Steve Altria

SEN team – Shane Dangar

Sedgemoor

Organisation	Name
King Alfred Primary	Tina Holt
Bridgewater College Academy	Helen Moore
Robert Blake Science College	Sue Sharman Karen Gibbs
King Alfred School	Polly Matthews Tina Holt Baylea Charles
St Mary's Primary	Carol Gange-Harris Kelly Henson
Churchfields	Rebecca Skews
Eastover Primary	Sarah Fitzsimmons
Bridge School Sedgemoor Centre PRU	Emily Anderson
Elmwood and Penrose Federation	Jo Leek
Bridgewater College	Louise Seymour Rachael James Laura Fraser Tamsin Sheldrake Rachel Robinson Gemma O'Gorman Janet Steward
St Joseph's Catholic Primary	Helen Taylor Melanie Moyse.
Sedgemoor Partnership School	Sarah Withers

Other organisations in Sedgemoor

SASP – Laura McKenna-Andrews

Leaving care – Louise Ward

Social Care – Michelle Powell

Getset – Rachel Hurley

2BU – Lisa Snowdon-Carr

CLA – Kim Grabham

Mendip Champions

Wookey Primary	Kate Chorley
St Cuthbert's Infants	Naomi Philp
Mendip Partnership School	Paul Scott Abby Atkins Caroline Peters
Huish Episcopi	Liz Ramsay
Elmhurst School	Andy Leafe
St Dunstan's School Academy trust	Kim Lawrence
Frome College	Katherine Locke Jill Brendry

Other organisations in Mendip

Health Connectors – Jenny Hartnoll, Ali Jeffries, Vicky Sullivan, Fiona Stobie, K Fordham,

Julie Carey- Downes, Will Shipp

Getset – Sam Speed

Leaving Care – Emma Hix

GP – Juliet Balfour, Helen Kingston

West Somerset

West Somerset College	Jo Borthwick Eva Godfrey
Minehead Middle School	Daniel Hartley
St Dubricius	Mel Delbridge
Quantock Academy	Sarah Tanner Sue Burt PFSA

Other organisations in West Somerset

GP – Catherine Smith

Social Worker – Lizzie Woolcott

EHO – Wendy Smith

Getset – Andrea Osbourne, Tracey Bland

LAC – Cassie Jones

Fostering and Adoption – Kate Bridges

Play Forum – Jane Kayley

ANNEX C

BRIEF SUMMARY OF SCHOOLS AND SERVICES INVOLVED IN SOMERSET EMOTION COACHING PROJECT

Primary and Middle Schools	Secondary Schools, Colleges and Special Schools
Wookey Primary School Peasedown St John School Holy Trinity Primary (S. Somerset) Manor Court Primary Milford Juniors Neroche Primary St Margaret's Tintinhull Bishop Henderson Primary Holway Park Primary North Newton Primary Rockwell Green Primary Taunton Primary Elmhurst School Beech Grove, Wellington North Fitzwarren/Staplegrove St George's Catholic School Eastover Primary Minehead Middle School St John's, Wellington Wellesley Park St Joseph's School St Cuthbert's Rockwell Green Primary Bishop Henderson	Frome College Mendip Partnership School Yeovil College Stanchester Academy Swanmead Community School Westfield Academy South Somerset Partnership School Sedgemoor Partnership College Taunton Deane Partnership College Richard Huish St Dunstan's School Huish Episcopi School Yeovilton RNAS Education Centre Holyrood Academy Preston School Wadham School Court Fields School Kingsmeade, Wiveliscombe Swanmead Community School Bridgewater College St Mary's Primary Elmwood and Penrose Federation King Alfred School Danesfield/Williton
CHAMPIONS FROM OTHER SERVICES	
Street and Glastonbury CL Frome Medical Centre Leaving Care Getset (Mendip, South Somerset, Taunton, West Somerset, Sedgemoor) Educational Psychology Service, South Somerset Social Care, South Somerset Autism and Communications Service PFSAs – S. Somerset CAMHS Avon and Somerset Police Social Work Youth Worker – Wellington Our Place SEN team, Somerset Looked After Children SASP and Public Health Leaving Care Service CLFL ZBU (Sexual Health) CLA team West Somerset College NHS Delverton Minehead Middle Schools Social Worker – Getset EHO Public Health Advisor Looked After Children Fostering and Adoption Recruitment Play Forum	

ANNEX D



Independent Evaluation of Emotion Coaching Workshops

Report prepared by

Dr Antoinette Davey,

Research Fellow,

University of Exeter Medical School,

Exeter



EXECUTIVE SUMMARY

- Observations of workshops and focus groups with champions were conducted in each of the five areas.
- Champions were engaged with the content which was aided by the fact that facilitators were passionate and enthusiastic about the material.
- There was no prior knowledge of Emotion Coaching and the majority of champions had sufficient information provided to them to make an informed decision to take part.
- Champions approached by heads of departments or directly by facilitators were more likely to engage with this way of working.
- The theoretical underpinning of Emotion Coaching (the neuroscience) provided champions with the confidence to disseminate it to colleagues who may not be open to this way of dealing with behaviour.
- Champions found that the majority of their colleagues were receptive to Emotion Coaching and using it with children and young people.
- The mix of individuals attending the workshops was good to gather different perspectives from the various organisations represented, however the content of the workshops was more focused towards a school environment.
- By the end of the workshops champions had embedded Emotion Coaching in their personal and working lives with a plan of disseminating it to the rest of their organisations.
- Future workshops are needed and should incorporate time to do more role plays, complete online learning during the workshops, and more time to work with colleagues to solidify learning and plan the future.
- Support is needed for champions to keep the momentum of enthusiasm during the first few years of embedding this new skill.

RESULTS

Observational work and focus groups were conducted in the five areas where a total of six half day workshops ran throughout 2015. The numbers of individuals attending each of the final or penultimate workshops ranged between 8 and 15. It was apparent during the observational sessions that champions were not only engaged with the content being delivered, but interacted well with each other and the facilitators of each group. Facilitators were extremely enthusiastic and passionate about the content which influenced the level of engagement from champions.

"they have been so enthusiastic" (FG01)
"She's infectious...and always available" (FG04)

Focus groups were held in each of the areas, with a total of 56 champions took part in focus groups. The aim of the discussion was to gather information about the level of knowledge champions had prior to attending, what they had learned, how they had applied Emotion Coaching, plans for the future and issues they faced during the process. All the focus groups were audio recorded and transcribed. The focus group data was analysed with normalization process theory (NPT) in mind, which aims to understand the dynamics of implementing, embedding, and integrating a new intervention into an organization. NPT provides a conceptual framework to explore and explain the processes by which new interventions and services are embedded (routinely operationalized in everyday work) and integrated (sustained) in practice. NPT consists of four main constructs: Coherence, Cognitive participation, Collective action, and Reflexive monitoring. Coherence is the sense-making work that people do individually and collectively when they are faced with the problem of operationalising a new set of practices. Cognitive Participation is the relational work that people do to build and sustain a community of practice around a new way of working. Collective Action is the operational work that people do to enact a new set of practices. Finally, Reflexive Monitoring is the appraisal work that people do to assess and understand the ways that a new set of practices affect them and others around them.

Coherence (sense making)

Many of the champions had little or no knowledge of Emotion Coaching prior to the workshops. Those with little knowledge seemed to have known the various concepts linked to Emotion Coaching but were unable to label it. Many of the champions were emailed directly by their heads of department or other individuals outside of their organization to notify them of this opportunity to take part in Emotion Coaching workshops.

"...she had emailed those who had taken part in the healthy young people surveys and the PFSA's were provided information separately" (FG01)

"I was invited to a little group to find out what it was about and if I was interested as a PFSA, I am always interested about that because it's around providing the best around for the kids....and for me it fits all in with the conscious parenting..." (FG03)

Some of the champions were directly approached and encouraged to attend the information day by Sarah, Janet or one of the facilitators. Those who attended the information presentation at the start found it extremely useful and helpful to be able to talk to Sarah, Janet and other facilitators at the presentation days.

"From coming at the start of it, it was very clear what the expectations were and they talked through what would be happening...so if you were in on it at the beginning it was clear" (FG01)

"I think for me the most powerful day for me was the induction day I attended...it was about hearing from someone who like me was skeptical....to hear it from someone who wasn't sure but then tried it and was turned around made an impact on me" (FG03)

There were some champions who were late coming into the programme were not given sufficient information from their line manager and felt disadvantaged coming to the first session not really know what was expected of them.

"You need to come to the first session to understand what is expected from you" (FG01)

Many of the champions had no expectations of the first full day of training. Although the champions found the first day extremely informative and useful, some did find that the amount of information provided was too much and it could have been split across multiple sessions.

"I remember coming away thinking oh this is going to be good" (FG01)

All the champions found the structure of the workshops useful, the opportunity to network and liaise with other individuals helpful, and the mix of theory and practical balanced. The variety of topics was welcomed, and the introduction of their theoretical background to Emotion Coaching was particularly well received. This provided many of the “junior” champions, i.e. not heads, the confidence to “sell” it to their heads of departments, governors, and even parents. Without the neuroscience behind Emotion Coaching many champions felt that their peers would believe they were taking a “soft” approach to dealing with disruptive behaviour from children and young people.

“It’s very useful with disapproving parents” (FG01)

The neuroscience part of the workshops was well received, because it provided the evidence that champions needed to feel confident enough to disseminate it to colleagues. In addition to this, it was pointed out that not all individuals may embrace the neuroscience aspect of Emotion Coaching, however it was the key point used to hook other colleagues when cascading.

“It’s nice to know for young people that everyone’s brain is like that” (FG03)

“you get more sort of senior leader, the more I want something that works, I want something with evidence behind, something that is fact and react much, much better to neuroscience” (FG04)

“it was brilliant...just makes you understand what you are doing” (FG02)

“it helps you understand what’s going on for people” (FG05)

All of the champions found Dan Siegel’s hand model useful and have used it to teach kids of all ages, as well as peers and parents. Some champions were fluent in the terminology when describing their own personal experience at home with their own kids “flipping their lid”.

“my 4-year-old and 6-year-old tell me if one of them has flipped their lid” (FG01)

“...so when your teenager flips their lid because you looked at them the wrong way, this is how you can deal with it, and we get this all the time with parents of teenagers” (FG05)

The uptake of the mindfulness aspect of the programme was mixed. Although many champions saw the benefit of using mindfulness and practicing it as a part of Emotion Coaching, there were a handful who were sceptical and did not embrace this. However, this may be influenced by the culture within the school of organization.

“...when I am talking to my colleagues they don’t want to know about mindfulness, they don’t want that kind of trendy, wishy, washiness of mindfulness, bit harsh on mindfulness but they want something that’s going to make behaviour in the classroom better” (FG04)

However, those who did understand it as a foundation to being able to emotion coach more effectively if done from a calm and even place. The link between mindfulness and being an emotion coach may need further clarity and focus in future training programmes.

“...it does have a place in terms of the emotional wellbeing of staff, young people, etc, and I know it’s something that we are keen to embed” (FG01)

“We got them (adolescents) to do it with toffees, mindful of eating toffees, and it’s difficult to talk chewing a toffee... young people and children think it’s cool...they are receptive to it” (FG01)

“I find it helps me...but children get stressed as well...I would like to try and get to do it with them... give them that space” (FG03)

“it was nice to have that 10 minutes at the start which gave me space from what was happening before to the rest of the afternoon...by practicing myself I can say how it has been useful for me” (FG02)

“it did help me and the Emotion Coaching side of things...and really helpful for young people with depression” (FG05)

Cognitive Participation & Collective Action

Many champions brought along colleagues within their organisations, for example those who were heads within schools brought along their SENCOs. This seemed to affect the level of confidence felt when discussing dissemination and cascading of Emotion Coaching to peers.

All champions felt passionately about working with children and young people and doing something that tapped into emotions rather than having a “punitive” culture within their organisations. It was apparent that those attending were selected as their style of working incorporated aspects of Emotion Coaching or worked with emotions and felt it would be relevant to their jobs.

"On a personal note I am interested in young people's emotional wellbeing and wanted more information" (FG01)
"...I said to the head teacher that actually until we have children emotional wellbeing kind of at a basic level then they are not going to be ready to learn...so we changed the learning development plan an out emotions coaching in there." (FG01)
"I had a student having difficulty and she had suggested I use this with that student and could be used with other students in the school" (FG03)

There was some discussion as to how to ensure that the whole organisation/school embrace Emotion Coaching. Champions found that the majority of their colleagues were receptive to Emotion Coaching and using it with children and young people.

"I think the impact will change the minds of some people who aren't interested" (FG03)
"I think it is important for all the heads to be on board...we have been lucky our head is on board...it has to come from the top to be effective as a whole school taking it on board" (FG01)
"...there wasn't the backing necessarily from the senior leaders...if the presentation was done to the leaders of the school and said look this is great...it's a bit bottom up" (FG05)

One school is running a pilot study gathering evidence to present to other teachers showing the positive effects of Emotion Coaching through case studies of children. Those involved in the pilot each have one case study to gather data on which will be compiled at the end. The children within that school are also aware of what is going on. The champions pointed out that if you have evidence from your own children it is more effective within the school. In order to change the mindset of individuals or organisations you need the evidence to present first.

"We have already done an inset to teachers....to give them an intro to emotions coaching and action plan for the year.... we are going to cascade to teachers after Christmas after the pilot" (FG01)

When starting the process, some champions found themselves consciously going through the various steps of Emotion Coaching until they felt it had fully embedded in their practice. Champions found themselves becoming better in identifying when Emotion Coaching is appropriate in different situations, and the impact of making small changes to the way they work.

"taking the responsibility of making a massive impact on a child's life with small changes" (FG04)

In addition, students became more aware of who they go to when feeling different emotions and that they would be listened to. One particular champion relayed a story of a student leaving class to just sit with one of the champions in silence until they were ready to talk about what was happening, and the champion become more aware of the most appropriate time to use Emotion Coaching with that student. Other champions working with younger students used other techniques, such as drawing emotions to enable students to have the down time before going in to deliver Emotion Coaching.

"For me, I had a very challenging child and once he got to know that I wasn't going to shout, rant and rave, that I was going to be calm and I was going to wait for him to be calm, the relationship really developed there and he would calm down a lot quicker, because he couldn't deal, if I had shouted at him he wouldn't of been able to deal, and that's what he was getting elsewhere from other staff, so he ended up spending a lot of time with me, but he knew that once he was in my office, it would be fine, cause things would be calm, and I wouldn't talk to him until he was calm...but it took a while for him to be like that...he would ask to come off the playground to sit in my office because he found a safe place" (FG03)

Champions found the case studies a useful exercise in consolidating their learning and demonstrating how effective Emotion Coaching could be.

The majority of champions had accessed the online learning, although some champions admitted not having the time to be able to complete the course. Although those champions who completed the online learning stated that it did not take long, this was dependent on the individuals. Amongst the pressures from their jobs, and personal lives many champions found it hard to find the time to complete the learning.

"that was my biggest challenge fitting it in" (FG03)
"and I think going away with the best intentions, it's just following it up" (FG05)

Some champions did feel that the online learning helped consolidate the various concepts brought up during the workshops, although the link sometimes was not explicit. If possible, in future if there was some time built in with each training session to dedicate to completing the online learning, this may marry up this aspect with the workshops more efficiently.

"I found it really, really helpful...was quite keen to do the online learning because I couldn't stop doing it" (FG01)
"Sometimes going from the text to the journal and back again was sometimes tricky...navigating around that element"
(FG01)

The other resource that was extremely useful to champions was the google drive as many used it as a library especially when designing presentations to cascade to their colleagues. The Facebook site was also useful resource with multiple feeds informing champions regularly on the most up to date information.

Reflexive monitoring

Some champions would have preferred more opportunity to carry out role plays to practice Emotion Coaching more during the sessions. In addition, as some of the groups consisted of multiple teachers from the same school it would have been useful to have some down time to be able to develop a cascading plan together during the sessions.

"other training I have been on has only been primary teachers and it's been nice to have that variety and meet new people" (FG01)
"there is elements we can put into practice, not easily but still useful, it's just taken a lot more thought as to how to" (FG01)

As many of the champions were already connected to their emotions and were sympathetic to the impact of emotions on behaviour, this training brought their awareness to the forefront. It reinforced the importance of recognising and acknowledging emotions of children and young people, and solidified it for the champions. The training also provided champions with the ability to talk more confidently about emotions with their colleagues and students.

"The key point for me was the naming of the emotion, not telling the kid how they are feeling" (FG03)

It is important to engage with individuals who already have some understanding and are open to working with emotions. Not all colleagues of champions were open to the idea of Emotion Coaching, and champions have found some barriers in advocating this way of working with children and young people.

"Suppose it has reinforced it, from our point of view we are quite pastoral anyway, just has a name, that's what I was doing" (FG01)
"If I look back in hindsight of the times it hasn't worked it has been because it was the wrong time...not because it wasn't working, just because it's just not the right time" (FG01)

Some champions talked about the difficulty working with older kids who have had negative experiences of adults not listening to them. In these situations, gaining the trust and confidence from these kids takes longer when using Emotion Coaching, as many of these kids do not believe they will be listened to.

"It's quite...it does make an impact quite quickly, think the children are taken aback...it does calm them quicker...they are able to problem solve themselves later on without the adult intervention" (FG01)
"It made me more thoughtful about how I approach things, I think I was guilty of dismissing....and not always dealing with what was going on underneath, it's definitely made me focus more deeply on what's going on and not trying to fix it straight away" (FG01)

Time of day is also difficult, although many understood why the afternoons were chosen, however this could have also affected retention rates.

"It would help me if the workshops weren't in the afternoon....as it is the key time to do the phone calls, see parents...I haven't been able to come to all of the them" (FG01)

Champions wanted to keep most of the content the same of these workshops. However, the content delivered was directly related to a school environment, making it hard for other organisations to engage. It was suggested that the first day could be split into three or four, to reduce the amount of information being disseminated, which in turn could improve retention rates at further workshops.

"Maybe if you split the first session into four chunks, have a new bit each time so that gradually build up your knowledge and you could reflect a bit more on your learning" (FG02)

The mix of individuals attending the workshops was good to gather different perspectives from the various organisations represented. The group learning environment increased confidence and the shared experiences empowered champions to trust their newly learned skills.

"...listening to everyone's experiences has given me that, I suppose that empowerment to know that my gut feeling about how to deal with an issue with a child is the right way not just thinking of a temporary thing to do and I have got to do this, this and this, you know that child just needs you to go..." (FG03)

More time and dedication to practicing Emotion Coaching was also needed to allow for the concepts to fully embed within individuals' practices. More interactive sessions involving role plays and more time to network and problem solve with existing team members was also needed. The programme possibly needs restructuring with the first workshop being split and incorporating more practical exercises to fully embed the skills.

"We've been given a lot of paper, worksheets, but not enough time in the sessions to work through the resources, because when you get back to work you just don't have that time" (FG02)
"Last two workshops could have had more practical examples to work through" (FG01)
"Maybe have less workshops with more structured exercises" (FG03)

Peer mentoring would have been useful. There was supposed to be one workshop on it, but there wasn't a big focus on this. It was also suggested that there could be an element of training young people to be peer mentors to make it more sustainable.

Champions reflected on potential barriers to embedding Emotion Coaching into practice and one salient theme arose: time. *"Time...other kids in the room"* (FG01) were barriers experienced by some champions in that they were unable to focus on one particular child in a big classroom setting within the allocated time during a lesson.

"...time to actually sit down with people to do it" (FG04)

The champions commented that engaging with different schools (primary to high school) and organisations during the training was useful. If Emotion Coaching is delivered early on in a child's life this would make it easier for staff as children move up to each class and school.

"If we could get a bit more joined up then it would be more effective" (FG01)

Mental health toolkit

Many of the champions had tried to use the toolkit at least once during the programme, however many did not find it user-friendly or interactive enough to use it with kids/parents. Although they understood that it was more of an added resource for their toolbox, many did not find the word "toolkit" appropriate in describing it. The term "toolkit" implies a more interactive resource, with possible videos or other links, such as Mind Ed. It was not a resource that someone could refer to quickly as navigating to a particular topic was not easy.

"It's not got the right quite branding...it's the word toolkit, thought it would be more interactive...it's not a toolkit" (FG01)

"the more you go on it the way you find around it....it's a bit muddily" (FG01)

"...not always simple where to look on it" (FG01)

"...it's quite hard to find information" (FG02)

"...there's a lot there I can use for my work" (FG05)

"feels like a bit of yellow pages" (FG05)

CONCLUSIONS

Champions had little or no prior knowledge of the theoretical framework underpinning Emotion Coaching before attending the workshops. It was clear from the presentations, case studies and focus group discussions that champions had both an individual and shared understanding of how to use Emotion Coaching in their setting and the impact of using this method on children, young people, peers and parents. Across the five areas champions who have thoroughly engaged with Emotion Coaching have clearly embedded it into their practice, and are embedding it in the curriculum as part of the cascading.

If there were to be any further training provided, it is important to consider how this is disseminated efficiently and effectively to members of staff within organisations and whether it should be a bottom up or top down approach. In addition, workshops may need modifications to the structure and content to allow for consolidation of learning through various means (i.e. doing the online learning, role play). The timing of the workshops may also have been an issue, as some champions mentioned the problem of attending in the afternoon, as well as waiting for the next academic year to incorporate Emotion Coaching in inset day programmes.

The facilitators running the workshops provided a supportive, learning environment for champions during the course of the year of training. There is a concern, however, that the momentum will diminish following the completion of the workshops, and whether it is sustainable without a lead person supporting the champions. Despite this champions felt enthusiastic and determined to promote Emotion Coaching within their organisations and feel it is fully embedded into their practice.

RECOMMENDATIONS

- The facilitators played an important role in delivering the material passionately and enthusiastically, which motivated champions to stay engaged with the process, thus it is important to maintain these types of individuals for future workshops.
- The time of year for workshops needs to be carefully considered in future when considering how to incorporate this way of working within a curriculum or disseminating the information as part of an inset day in schools.
- More day workshops should be held for heads of departments or organisations to allow for a more top down approach. Dissemination of training information from senior staff within organisations needs to be more efficient and immediate.
- Future programmes of training should incorporate more time for role plays, completing the online learning during workshops, liaising and networking with existing colleagues (especially when designing a dissemination strategy) to cement the learning.
- If individuals from various organisations will be invited to participate the content of the examples provided should be more generic and not too school focused.
- Support for champions following the completion of workshops to ensure the momentum keeps going should be considered in the first few years.

ANNEX E

ADDITIONAL CASE STUDIES

Case Study 13

Professional Role: Teaching Assistant, Secondary School **Child/Young Person:** Male, Age 13

Background

Child A is a 13 year old boy about to move school. He is often difficult to engage in conversation.

EC Interventions

He was playing football with his peers a couple of days before leaving. He was observed to lose his temper and leave the pitch. He headed to go back into school. As he walked past myself and the teacher he was still shouting. I stepped in and told him that I could see he was very angry and upset, and that we'd like him to just stay near us instead of going straight inside. He paced around us but began to calm, while this happened I asked him what had caused him to lose his temper. I acknowledged the feelings of injustice he felt, and that I too would have felt that in the same situation.

Child A started to calm as soon as his emotion was acknowledged by me. We were able to talk through better behaviour choices he could have made and also went on to talk about how he felt about the impending school move and how that may be impacting on his responses to situations.

Outcome

The teacher complimented me on how I had de-escalated the child's anger and prevented the situation from becoming much worse.

Case Study 14

Professional Role: PFSA

Child/Young Person: Male, Age 10

Background

TJ is a child with significant attachment difficulties, always on high alert, lacks empathy and trust. Very low self esteem and has low feelings of self worth. He projects arrogance and his behaviour unconsciously gives out the message to others to keep their distance.

TJ has difficulties with social skills and yet can have long conversations. He has to be in control to feel safe and has to be right all of the time. He is a risk to himself and to other children and his behaviour has lead to him requiring constant supervision and being unable to access most of the lessons at school his peers are able to.

EC Interventions

TJ sometimes gets upset during difficult conversations with professionals. I was revisiting a recent incident when he refused to get into my car after having a nice time at a Farm Park. Although I told him his behaviour was not ok he did not argue the point at all. I believe this is because the first thing I said was that it was ok for him to feel all the feelings he felt at that time and then added but his behaviour was not ok. On this occasion TJ kept completely calm and accepted that the sanction I promised would be seen through today. I was amazed he didn't argue with me about this and just continued to chat with me in the car.

Hopefully he will not now forget telling me that he understands that he needs a lot of notice before leaving an activity he is enjoying. He told me he needs 20 minutes notice if an activity he is enjoying is going to be coming to an end. And that 5 minutes notice is not enough. He added that he needs a watch so that he can keep reminding himself of how much time he has left...keep preparing himself. I learnt that he did not fully understand the meaning of the words 'Who do you feel safe with?' and that he now has a better understanding of what that means. Others understand that this child does not see the world as a safe place and therefore expectations need to be adapted. As a result I can share that TJ does not know the world as a safe place and never feels completely safe with anyone.

Outcome

He understood more about what it means to feel safe and is beginning to understand that what he knows as 'normal' may not be the 'normal' his peers may be experiencing. I was able to share these results with the new SENCo and teaching staff in his new school.

I have learnt more about how to have these sorts of difficult conversations and indeed whether to have them at all. My first thought was not to bring up something that had been difficult for both of us and that was over. But I found that using the right language and with good preparation one can discuss previous unwanted behaviours without triggering challenging behaviour

Professional Role: Parent**Child/Young Person:** Male, Age 8**Background**

C is an 8 year old boy with Sensory Programming Disorder. He has difficulty controlling his emotions and has low self-esteem.

EC Interventions

C. had been for a sleepover at his auntie's house and returned tired but very happy. He had bought presents for his sisters and had talked enthusiastically about all the things he'd done. C. had some sand in a jar with a stopper and passed it round for the others to see. N. took the jar to look at it, the stopper came out and some of the sand spilled onto the floor.

C. immediately roared and tried to hit N. who was saying that she was sorry and that it was an accident. She ducked away from him so he ran out of the door, along the corridor and up the stairs shouting angrily and kicking the walls and the doors as he went. I followed him upstairs to his bedroom with the jar. I left him in his room for a minute while he shouted and pulled the bedding off his bed. I went in and tried to show him the jar.

Me: I can see you're upset C but there's still a lot of sand in the jar.

C: Take it away. You hate me. You want me to die.

C. ran past me and downstairs again. I followed to find him kicking the glass door to the garden. I took the key from the hook and opened the door. He ran into the garden and pulled the garden chairs over, kicked the wall and hit the garden table repeatedly with a stick.

Me: Can you tell me how you're feeling C?

C: You don't care about me. You made me leave home.

Me: I will never make you leave home. You chose to go for a sleepover at Auntie P's house and go to the pirate day. Did you have a good time?

C: You hate me.

Me: I don't hate you C. I love you. I want to help you to feel better.

I left him in the garden and he walked around, much calmer. After a couple of minutes watching the chickens, he came back inside. I decided to wait until he spoke first.

C: I explained about the jar and N. spilled the sand on purpose.

At this point N. tried to interfere and explain. I asked her if I could talk to C. on his own for a minute.

Me: Do you really think N. would have done that on purpose? She seems really upset too.

C: Yes, she hates me.

Me: Do you think if she hated you she would be upset that she made you angry? She was really pleased to see you home. Maybe she feels really bad and wants to say sorry properly?

No reply but he's much calmer now.

Me: How do you feel now? Do you still feel angry?

C: Yes, N. did it on purpose. It wasn't an accident and I want to hit her.

Me: Do you think that hitting and kicking things makes you feel better?

C: It does if I pretend it's N.

Me: How would you feel if she said sorry?

No reply

Me: I can understand why you would be upset. Do you think the way you reacted was a good idea?

No reply

Me: Do you feel better because you kicked and hit things?

C: Not really

Me: The garden's in a bit of a mess now, I think I'd better clear it up.

C: I could do it

Me: Ok then, you do it.

C. went out into the garden and picked up the chairs etc. While he was there I sent N. out to say sorry. He said "ok".

C. came back into the house.

Me: We need to try and think of a better way of reacting when you're upset about something. Have you got any ideas?

C: I could say my times tables.

Me: That's a great idea! Does it matter which times tables you say do you think?

C: I could go to a corner or a bench. I'm best at my twos.

Me: Will this work at home and at school? Like when you kicked on Friday?

C: Yes, I think so.

Me: Then it sounds like a good plan. Shall we practise? I'll pretend. "C. I'm going to take away all your screen time!"

C. runs off into a corner and starts saying his two times table.

Me: That's great! Do you think it will help to calm you?

C: Yes, I think so.

Outcome

C. sat down happily to eat his lunch next to N.

Case Study 16

Professional Role: Teaching Assistant

Child/Young Person: Female, age 9

Background

Child A is a 9 year old girl. She has an identical twin and they have both recently moved school.

EC Interventions

Child A came in from playtime, clearly upset. I took her outside of the room as the teacher was starting the lesson. She was sobbing. I acknowledged that I could see she was very upset and immediately she began to calm down. I explained that I was happy to wait until she was a little calmer so that she could tell me why she was so upset, again she calmed down more. She went on to explain that she'd wanted to be with her twin, but she'd been playing with somebody else and didn't want to come away from the situation. Child A was upset and angry as she felt that her twin had been taken away from her by the other child. I explained that it was a very hard situation and that I could see that it had caused her distress. As the conversation continued, Child A went on to say about a problem she was having at home.

Outcome

I feel that emotion coaching, not only enabled Child A to calm more quickly, but the opening in dialogue, and trust it created, also allowed Child A to feel safe enough to disclose a problem at home.

Case Study 17

Professional Role: Primary Headteacher

Child/Young Person: Male, Year 5

Background

T. has one to one support. He joined us in year four from another Local Authority where he had been permanently excluded from school and was part time in the Pupil Referral Unit. His parents moved to my town and the Local Authority wanted him to come to my school. After much to-ing and fro-ing he joined us on a reduced timetable that we slowly built up to full time. His integration has been largely successful, although he is still prone to violent (both verbally and physically) outbursts.

EC Interventions

On one occasion he had been removed from class and was outside my office. His language was 'choice', he was very loud, he was threatening towards the adults with him. This happened not too long after one of my first Emotion Coaching sessions and rather than go out and 'growl' at him as I may have in the past, I calmly opened my door walked over to him and said:

'I can hear you're upset and would really like to hear what has made you upset, but I am in the middle of a really important phone call at the moment and I can't hear the other person very well. Is there any chance you could calm down, move somewhere else with Mrs XXXX and I'll come and chat with you in a bit.'

The effect was immediately like a balloon loosing air! He stopped making the noise he had been making, calmed down and went with his one to one. I went back into my office, spent 15 minutes finishing my phone call then went to find him and talk to him.

Outcome

His issue was a simple one to resolve, but an issue we would never have got to if I had 'growled' at him. He would have ended up going home! It's such a simple thing putting yourself in the child's shoes and showing empathy, but incredibly effective..... More and more now I hear this type of conversation around the school between staff and pupils. School has become a calmer learning environment.

Case Study 18

Professional Role: GP

Child/Young Person: Female, Aged 11

Background

B, an eleven year old girl attending our local secondary school was brought in to the GP surgery by her Mum. Mum was at the end of her tether and very fraught saying that B had become angry and 'difficult' since transitioning from primary school and that she couldn't cope with her aggressive behaviour at home.

EC Interventions

Together we explored Dan Siegel's metaphor of emotion regulation (The Hand Model) and as Mum calmed down we were able then to 'sit with' B's feelings. As we did this, B expressed her grief and sadness over the breakdown of her parents' marriage.

Outcome

Slowly we moved together into problem solving and Mum is now attending an Emotion Coaching Parenting Group locally.

Further information about the project can be found at:

www.cypsomersethealth.org

www.emotioncoaching.co.uk

<http://attachmentawareschools.com/>