



@EmotionCoachUK

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## Summer 2019



*Hello from Emotion Coaching UK. A photo of the three founders of ECUK Louise Gilbert, Janet Rose and Licette Gus all together (a rare occasion)!!!!*

*Another newsletter – No. 9, this time with a story of how someone has used Emotion Coaching in their work to support children and young people. Many have been busy with Emotion Coaching over the past two terms as will be seen as you read! In addition, we signpost you to some ideas and resources.*



*If there is something you would like to contribute or would like us to include in the future, please let us know by contacting us via the website: [www.emotioncoachinguk.com](http://www.emotioncoachinguk.com) or by email at: [emotioncoachinguk@gmail.com](mailto:emotioncoachinguk@gmail.com)*

### 1. Our Growing ECUK Practitioner Trainer Community

#### Big Welcome to... All newly registered ECUK Practitioner Trainers!

We now have 36 people who have completed the training, practice and learning requirements to be recognised as ECUK Practitioner Trainers. Since the last newsletter, we welcome **13** new ECUK Practitioner Trainers: **Charlotte Read**-Rowdeford School, Wiltshire, **Bob Basley**- Achievement for All, **Adele Chisolm**- Wildslodge School, Leicestershire, **Maggie Pettit**- Achievement for All, **Asha Patel**- Innovating Minds, Birmingham, **Claire O'Keefe**- Achievement for All, **Susanna Coventry**- Northamptonshire EPS, **Jo Davies** – Birds Bush Academy, Tamworth, **Claudia McGowan**, Nightingale Community Academy, London, **Audrey Hunt**- West Sussex EPS and **Kamal Bhana**- Northamptonshire EPS.



We are thrilled to have everyone onboard. Practitioner Trainer contact details are available on our website.

If you have completed training with us and are interested in becoming an ECUK Practitioner Trainer please look at the website for details.

We remind our Practitioner Trainers that the annual **Practitioner Trainer Learning Day** will be held on **Friday October 11, Ibis Hotel, Ladybird Walk, New Street Station Birmingham from 10am-4pm**. There is **no cost for this event** and we look forward to sharing practice and ideas with each other. Please let us know of your intention of attending if you have not already done so.

## 2. Emotion Coaching International

Two new Emotion Coaching Practitioners from countries outside the UK have become accredited since the last newsletter. We welcome **Ayse Kiziltan** from Turkey and **Deb Costa** from Australia. Deb has shared a lovely case study for the newsletter which you'll be able to read later on in the newsletter. Ayse has set up a beautiful Emotion Coaching website in Turkish (and English). <https://emotioncoachingtr.com/main-page>



## 3. Emotion Coaching Organisations

Three schools and one organisation have joined our first EC Organisation Rowdeford School in Wiltshire. We welcome **Mowbray School**, North Yorkshire (EC Lead, **Karen Pickles**), **Birds Bush Primary School**, Staffordshire (EC Lead, **Jo Davies**) and the Fostering Agency **Calon Cymru Fostering** in Wales (EC Lead, **Alison McAllen**).



## 4. Emotion Coaching Mentors

As Emotion Coaching is a natural style of communication, many people will already be 'Emotion Coaches'. However, there are individuals who wish to focus their skills in this area and be recognised by ECUK as facilitating others.

Last newsletter we mentioned the development of a new accreditation level, Emotion Coaching Mentors. We welcome two newly accredited Emotion Coaching Mentors, **Ana Stoica**- AISB, Romania and **Theresa Aba Ulett** -AISB, Romania. Both were ably supported in their accreditation process by Practitioner Trainer **Akane Yoshida**.



## 5. Lead Practitioner Trainers

Emotion Coaching UK continues to evolve and we do so in response to developments within the wider community. Last newsletter we mentioned that **Marnie Aston** was a Lead Practitioner Trainer with us. Marnie is helping us deliver and develop training. We now welcome three other Practitioner Trainers to Lead Practitioner Trainer status. **Sarah Murray** and **Kirsten Krawczyk** from Northamptonshire and **Marianne Doonan** from North Yorkshire.



Our Lead Practitioner Trainers:

- Are currently registered as an ECUK Practitioner Trainers
- Have had minimum 3 years post-initial training of active use of EC in their work
- Provide supervision of EC Mentors and Practitioner Trainers in their locality
- Evidence liaison/supporting EC networks in their location via annual written summary of EC activity in their area
- Contribute to development work for ECUK through research/training/resources/ publications
- Engage in shared training with one of ECUK founders
- Evidence ongoing CPD relating to EC theory, practice and evidence base

**Invitation** to Lead Practitioner Trainer status is based on the above criteria and is at the discretion of ECUK founders.

**Sarah Murray** and **Kirsten Krawczyk** have been passionate advocates for Emotion Coaching since being introduced to this during their educational psychology training course at University of Birmingham. In the subsequent years they have developed the useful introduction to Emotion Coaching whiteboard animation (found on our website). They have been instrumental in embedding EC in Northamptonshire and provide support to their colleagues. Their EC Reflective Log proforma has been adopted by us as a tool we use regularly for research and accreditation purposes. They have both been key figures in the upcoming project in Northamptonshire funded by Public Health using Emotion Coaching to deliver training and support to Health Professionals support children at risk of ACES.

**Marianne Donnan** is the powerhouse of the North East of England. She has been instrumental in driving forward the EC project within the Virtual School in North Yorkshire. As part of this, Marianne has provided EC training to many schools and is collecting longitudinal data which will contribute to the national Timpson Project for Looked After Children. Marianne organised and led the **North East EC Interest Group** meeting in May (more about this meeting to follow) and has supported a school to become an Emotion Coaching organisation. Marianne is one of our sounding boards when we are asked to comment upon national initiatives.

## 6. ECUK support team

We are delighted to have found a few people to help us in our endeavours to progress the use of Emotion Coaching and also supporting the evidence base for EC in educational and community settings.



**Natasha Kilby-Shaw**, is our finance administrative assistant. Natasha is an accountant and is working for us as and when needed. Natasha is keeping our finances organised and as a very basic user of spreadsheets I'm most impressed with her construction of formulas in our spreadsheets. One of these changes colour automatically over time!

**William Stacy**, is helping us as a quantitative research assistant. William is a psychology student at The University of Adelaide. He is helping with data analysis of the Emotion Coaching Questionnaire (the pre and post MEP) for an ongoing 2- year project in Preston Park Primary School, a multi-cultural primary school in London. He will be using this analysis as the foundation for the Principal Component Analysis of the Emotion Coaching Questionnaire. More news about this below in the **Training<sup>+</sup>** section of EC Training News.

**Katrina Rose**, is a psychology student at The University of Cambridge. Katrina is supporting us with general administration and the production of visual resources.

## 7. News from the EC Community

### Wales

**Alison McAllen**, is a Training and Development Manager for Calon Cymru Fostering an Independent Fostering Agency in Wales and based in Cardiff and Carmarthen. Alison writes "I attended the Emotion Coaching practitioner training in April 2018 and since that time, as a registered practitioner trainer, all staff and many of our 200 foster carers have attended the EC training. The training has been received enthusiastically by all and the Agency now considers the training as a core course for staff and foster carers. In addition, Emotion Coaching meets the criteria of Social Care Wales (regulating body for the Social Care Sector and its development) requirement for all foster carers to have training in positive approaches to caring and managing behaviour. Foster Carers and staff have offered positive comments on the training".



Calon Cymru has now become an Emotion Coaching organisation, our first non-school organisation.

## Northamptonshire

**Sarah Murray** reports that Northamptonshire Educational Psychology Service (EPS) has continued to support schools across the county delivering Emotion Coaching training and offering follow up support. Schools continue to develop their practice using Emotion Coaching.

The EPS are due to work with Public Health to deliver Emotion Coaching training and offer implementation support as part of a 2 year project focusing on Adverse Childhood Experiences (ACEs) - Building Emotional Resilience. This training programme involves educational psychologists training and developing the Emotion Coaching practice of school nurses, health visitors, primary care nurses, nursery nurses and nurses in child and adolescent mental health services as well as paediatric nurses. These professionals work with children of nursery and school age children and their families and as such can support the development of resilience and recovery for these families and their children.

The training aims to:

- Raise of awareness of ACEs (Adverse Childhood Experiences)
- Highlight the need for young children to have a secure emotional bond with primary caregiver.
- Understand the 'how to' of emotional regulation.
- Facilitate Support – Enable adults working in the health sector in Northamptonshire to support parents and carers to meet the practical and emotional needs of children and young people.
- Build resilience: support adults and children to develop their ability to adapt positively to significant adversity.

This looks like a great opportunity for 0-19 health and education services to work together to support families and schools. The EPS are looking forward to beginning this work in September 2019.

## Haringey

Emotion Coaching UK is working with the **Anchor Project** based in the London Borough of Haringey which is part of a **public health initiative** which supports frontline staff to work in an attachment aware, trauma informed way and to have a common language and approach when communicating with parents/carers. The Anchor Project works with staff in education settings, early help, health, social care & third sector organisations & has recently started strengthening links with the metropolitan police & community safety, including work with the gangs team. The Anchor approach is formed of two strands: Emotion Coaching supports emotion regulation while 'Haringey Resilience Wheel' is based on traditional cultures research and provides a structure to increase resilience in the community. Emotion Coaching UK has been commissioned by the Anchor Project to provide 'train the trainer' training to a multi-agency group in Haringey to support cascading of the work of the Anchor approach more widely across the borough, and to provide support to colleagues to embed the thinking. Emotion Coaching UK will also be providing a day's conference to the wider workforce to outline the underpinning neuroscience and support transfer to practice. Ceri May, the Project Leader writes: "Emotion Coaching UK has increased the profile of the work in the borough by providing high quality training with a clear overview of underpinning research. This has played a role in attracting staff from a wide range of departments to take us forward in our vision of a common language and approach."



## North Yorkshire

**Marianne Doonan** presented a session at the Regional EP event in Sheffield yesterday on 'Emotion Coaching: the affective revolution' This talked about what is happening in North Yorkshire, links with ECUK and gave some case study examples.

North Yorkshire EPS & the Virtual School are also involved in the Alex Timpson Attachment and Trauma Project run by the Rees Centre at the University of Oxford. Emotion Coaching is a major component of the action research programme which they are following.

## **Rotherham**

**Karen Davies** writes Rotherham EPS and Virtual School are continuing to highlight and emphasise the use of Emotion Coaching as a universal, reflective and relational technique. Training and supervision is offered in a variety of ways; through a central training offer to schools, professionals and carers, through traded work with individual schools and settings as well as through individual case work and intervention. For example, EPs have reflected that they are now being more specific about affect labelling and developing personalised scripts for individual needs. Emotion Coaching has also become a central offer within the Attachment Friendly Schools training/development programme. On the whole, Emotion Coaching has been well received and we continue to strive to capture these developments and embed practice.'

## **Achievement For All**

National education charity [Achievement for All](#) has taken Emotion Coaching to the heart of its evidence based approach to helping schools, early years settings and colleges to accelerate academic progress and close the gap for all ages and stages, regardless of their background, challenge or need. They have developed a [dedicated Emotion Coaching programme](#) to help embed, sustain and demonstrate the impact of the approach on behaviour, wellbeing and educational outcomes. Emotion Coaching UK has supported the training of AfA's network of Achievement Coaches, many of whom now have accreditation as Emotion Coaching Practitioner Trainers, enabling them to grow the profile, reach and impact of Emotion Coaching in settings around the country. Achievement for All is delighted to also be trialling Emotion Coaching training to Youth Offending Teams with the support of [AYM](#), the Association of YOT Managers from September 2019. To read more about Achievement for All's Emotion Coaching Programme, [please click here](#).



## **ACTOV Change**

Rohail Aslam Managing Director of CTOV Change writes that ACTOV Change are supporting non-English speaking families in a school in the West midlands. He is having some EC resources written in Urdu. Rohail said they are happy to share these Urdu resources with everyone and will probably put them up on the website as a free download. [www.actovchangecc.co.uk](http://www.actovchangecc.co.uk)

Rohail is also about to start online Skype training sessions in EC to the staff of an award winning school in North Pakistan that houses and educates over 400 orphaned girls. It's a school that Rohail and his family fundraised for and opened in 2011 through their charity The Halimah Trust - [www.thehalimahtrust.org](http://www.thehalimahtrust.org) The Halimah Trust worked in partnership with Muslim Hands, an international charity that builds and runs schools in developing countries.

## **Cornwall**

**Roosjie Ruatenbach** writes that The **Educational Psychology Service in Cornwall** have continued to develop their knowledge and skills in Emotion Coaching through a refresher session in January 2019 led by Roosjie and her colleague, **Kate Hornblower**. This focussed on developing Educational Psychologists (EP) knowledge and skills in delivering training to schools. A range of schools including pre-schools, primary schools, secondary schools as well as specialist schools have now accessed the training.

The EPS have also set up a **peer supervision group** with a specific Emotion Coaching focus. Educational Psychologists and Trainee Educational Psychologists now meet termly to discuss what has gone well with respect to training delivery, as well as challenges. We then collaboratively reflect and share on how challenges can be approached, how to embed and develop Emotion Coaching further. We also share resources and training materials. The EPS is hoping to train and support colleagues (such as Family Support Workers) to understand Emotion Coaching so that they can use this approach when working to support families in Cornwall.



Roosjie also runs **Parent and Carer Emotion Coaching Workshops** in some of the schools that she supports. This is adapted to meet the needs of parents and carers. Parents are also offered an opportunity to drop in for a follow-up session to discuss what has worked and are helped to develop solutions for ongoing challenges. Feedback from training delivered is consistently positive, with parents commenting on how it is helping them to understand the needs of their child, connect with them and help them manage their emotions more effectively.

### Australia

**Deb Costa** presented at a **Trauma Aware Schooling Conference in Queensland** in July. This conference was hosted by the Queensland University of Technology for schools and educators throughout Australia. Deb highlighted how EC can be a way of shifting the focus from behaviour to experience in schools.

In August Deb was a keynote speaker at a health conference organised by School Link, a state government joint initiative of health working in collaboration with education to support children and young people. Deb also presented at **The Calm Schools Conference in Newcastle** (Australia) and this was open to educators in the State, Catholic and Independent schools, Deb made reference to EC as part of these keynote speeches.

Deb is starting to have conversations with the Australian Childhood Foundation. An example of how Deb used EC in her work is at the end of the newsletter.

## **8. EC Presentations at Conferences and Key Note Speeches**

### ISPA Conference

**Licette Gus Louise Gilbert and Janet Rose** presented a Symposium at the July 2019 **International School Psychologists Association** Conference in Basel, Switzerland. The title of the symposium was *'A way of Being, A Way of Becoming': Emotion Coaching promotes practitioners' confidence and practice to support pupils' emotional regulation*



This symposium looked at the development of our understanding of how educational practitioners use EC within settings and consisted of three-related presentations which tracked the development of EC in educational settings. Janet spoke about the now historical initial research which focused on whether the approach could be translated from family focus into educational settings. Louise presented aspects of her supporting doctoral research which proposes a contingent, staged-model of EC integration and a spectrum of practitioner use. Licette presented the recent case study from a cluster of multiracial, inner-city schools which illustrated that following EC training and use, practitioners feel more confident in managing emotional behaviours, particularly challenging incidents, and noted enhanced personal self-regulation and emotional awareness.

### ENSEC Conference

**Licette Gus, Louise Gilbert and Janet Rose** presented a symposium and workshop at the August 2019 **European Network for Social and**



**Emotional Competence** (ENSEC) conference in Budapest, Hungary. The title of the symposium was *'Learning to live and living to learn; Emotion Coaching, a novel relational approach to supporting educational relationships and sustainable staff wellbeing'*. The workshop was titled *'Emotion Coaching, a universal strategy for supporting and promoting sustainable emotional well-being'*. The workshop will briefly introduce participants to the theoretical and evidence-based background of Emotion Coaching as a practice. It offers an opportunity to sample some activities that support the current Emotion Coaching UK practitioner training. The Workshop delivery is a combination of presenter talk, discussion videos and role play.

## **Brent Deputy and Assistant Head Teachers Conference**

**Licette Gus** delivered a key note for **The Brent Schools Partnership Conference** about Wellbeing in Schools in June. This was entitled '*Flourishing and Thriving for all: A direction rather than a destination*'. The speech offered personal reflections on the **Green Paper for Mental Health Provision** alongside the new **Relationships, Sex & Health Education Curriculum**. The ways in which EC could support both were highlighted.



## **Psychology Associates Conference, Cornwall**

**Louise Gilbert** delivered a keynote for the **Psychology Associates Education Conference**: raising aspiration and achievement for vulnerable students in July in Cornwall. This was entitled '*Emotions matter to learning, an introduction to Emotion Coaching in educational settings*'. The focus was on promoting awareness and understanding of the physiological and psychological components of learning and how supporting the development of emotional regulation supports children's executive functioning skills. In the afternoon, Louise ran a workshop '*Building emotional toolkits*', which provided an opportunity for delegates to find out more and 'have a go'.



## **9. Research**

### **Emotion Coaching Research in a Scottish Nursery Class**

**"Emotion Coaching: Moving from Behaviourism to Nurture in a Nursery Class."**

**Nicky Shaw**, wrote to us in June 2018 about her completed research. As part of an MEd programme of study, this Action Research focused on the process of moving from a Behaviourist approach to managing young children's behaviour, to an attachment-led approach supporting nursery-aged children to regulate their own behaviours through emotion-coaching experiences. The study supports the development of new understandings about emotion-coaching as a strategy for supporting young children's meta-emotion, social interactions and attachments within an early years' context. Such a study was important in order to respond to new understandings about attachment and brain development.



The research approach included a comprehensive review of relevant literature on Attachment Theory and emotion-coaching, linked with an ongoing Action Research framework within the focus nursery class. Adopting a child-centred approach, the study collected the perspectives of pre-school children experiencing emotion-coaching in their nursery environment, utilising the participatory tools of The Mosaic Approach (Clarke & Moss, 2011).

The findings from this research offer evidence that the experience of emotion-coaching provided an increased repertoire of emotional language in young children; supported a developing understanding of the emotions behind behaviours; enabled young children to choose appropriate strategies to respond to strong emotions; and enhanced young children's ability to self-regulate their emotions and subsequent behaviours.

The main conclusions drawn from this study are that emotion-coaching provides early years educators with a practical application of an attachment-led pedagogy; that emotion-coaching supports young children's developing emotional intelligence and subsequent social skills; and that young children can learn to regulate their own and others' emotions when supported to develop their meta-emotion through emotion-coaching.

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

Clark, A., & Moss, P. (2011). *Listening to young children: The Mosaic Approach* (2nd ed.). London: National Children’s Bureau.

**Nicky** is about to start her PhD at **The University of Strathclyde** and is interested in the development of EC and MEP during initial teacher training.

## 10. Emotion Coaching Resource Update

### Emotion Coaching Exit Questionnaire – V2

**Louise Gilbert** and **Licette Gus** have revised the **Emotion Coaching Exit Questionnaire (ECEQ)**. The new version **ECEQ-2**, takes into account practice-based evidence since the first version was devised utilised in 2013. The ECEQ-2 aims to evaluate EC practice and use following initial training. The new version aims to capture more detailed information on the themes of *professional practice* and *behavioural impact on child/ young person*. The 24 EC statements from version 1 have been reduced to 12 statements related to the themes of professional practice and behavioural impact on child/ young person. The ‘yes/no’ reply is unable to reflect nuances of responses and has been replaced with a Likert-type scale.

Please see the website for a copy of **ECEQ-2** and the supporting explanation.

### Reflective Logs

The Reflective Logs devised by **Sarah Murray** and **Kirsten Krawczyk** have been used by us since the start of the year in a number of ways. To support ‘practise to improve practice’ but also for research purposes. A teacher reported that the Reflective Log; “helped me a lot...it allowed me to track back on how my own emotions helped and also allowed me to focus on how I could improve for future progress”. The **Reflective Log proforma** can be found on the website.

### ‘Hey Jack’ Reading Books

The ‘Hey Jack’ books by **Sally Rippin** are a series of reading books (20 in the set) aimed at reading ages of about 7 years and above. However, also suitable for children from ages of 5 to listen to. The **books focus on a boy called Jack and various events that happen in his life**. The emotional situation of many everyday events are explored and Emotion Coaching underpins each story.



The book makes lots of connections with the physical experience of emotions.

The books look quite ‘grown up’ but there are many illustrations to support the text and prevent the stories from looking too intimidating. As such they could be read by less confident and newly independent readers.

A parent says of the books: “Kindness is everywhere in the Hey Jack! series.

From spending time with his best friend Billie or learning to be a good older cousin, to finding out what bravery really is, Jack helps readers navigate their emotions with a focus on positivity. Young Jack goes on fun adventures that readers can relate to, and learns lessons about compassion, kindness, and being considerate. The stories are fun, with slightly challenging vocabulary and a great look at the emotions kids feel in all kinds of situations”.



## A Therapeutic Treasure Deck of grounding, soothing, coping and regulating cards



This pack of cards by Dr. Karen Treisman is suggested for use with children aged six years upwards. The premise of the cards is that these are discussed and used in the context of co-regulation. The cards contain cognitive, sensory, and physical exercises to utilise, connect, integrate and link different areas of children's bodies and brains.

<https://www.amazon.co.uk/Therapeutic-Grounding-Regulating-Treasures-Collection/dp/1785925296>

### **Talking Head video**

Watch out for a new Talking Head video on our You Tube Channel. Charlotte Read speaks about using Emotion Coaching with pupils with significant learning and communication difficulties.

## **11. ECUK Emotion Coaching Training Update**

### **Training<sup>+</sup> offer**



One of ECUK's research goals this year is to complete a principal component analysis on the Emotion Coaching Questionnaire (MEP). We want to validate the meta-emotion philosophy questionnaire that is used as a measure of change that takes place in adults' thinking about emotions as a result of using Emotion Coaching.

So, this year we are offering schools a '**Training<sup>+</sup>**' offer. The '**+**' relates to offering schools **additional** support, resources and training if they are willing to be part of our research. We are **looking for schools** who are interested in having **one-day training in Emotion Coaching** as part of **introducing Emotion Coaching as a whole school approach**.

The **Training<sup>+</sup>** offer is the usual one-day training commissioned by the school. The '**+**' bit is that all staff would complete the EC questionnaire before training and then again 6-9 months later along with the short Exit Questionnaire (ECEQ-2). At this second occasion, we offer schools a free refresher/top up/consolidation session (twilight or half-day whatever suits) in Emotion Coaching. In addition we will send the **Training<sup>+</sup>** short monthly activity programmes they might use as booster sessions (15-20 minutes each) to help support implementation following initial training.

**If there are any schools that would like to participate in this please let us know.**

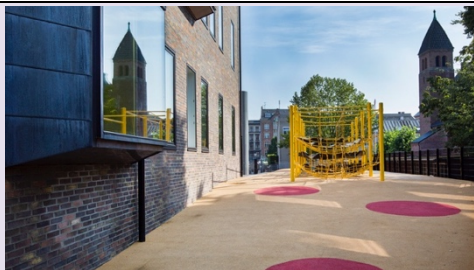
### **Denmark ECUK Training**



In March 2019, **Licette Gus** was invited to work with **Danish School Psychologists** as part of their Annual Conference in the seaside town of Nyborg. Licette delivered the two -day training to School Psychologists from all parts of Denmark.



**Licette Gus** has also been working with the **Copenhagen School Psychologists**. The Copenhagen School Psychology leaders led by **Jette Lentz** are keen to promote wholistic approaches to support pupils in class. Licette delivered one-day training in EC in March and a follow-up session in June to 120 School Psychologists from all five districts of Copenhagen. In between March and June, the School Psychologists used the Reflective Logs to record their use of EC.



In August **Licette Gus** provided one-day training to the entire school staff school at **Øster Farimagsgades Skole, Copenhagen**. This influential school already provides an outreach service to their neighbouring schools and feel that EC will help them to support with their pupils within class more effectively.



**Licette Gus** is working closely with Copenhagen School EP **Julie Kordovsky** to support the research the school are undertaking. This research seeks to **replicate the initial EC pilot** in Melksham undertaken by **Janet Rose, Louise Gilbert and Rebecca McGuire-Snieckus**. To enable the research, Julie translated the Professional Meta-Emotion Philosophy Questionnaire into Danish (overnight!). She is also translating some of our training slides and activities into Danish to enable facilitation. **Julie** will be providing EC booster sessions and support to school staff- teachers and pedagogues to support the implementation of EC and progress the research. **Licette** will be providing **Julie** with support & supervision.

We look forward to reporting on the developments in future newsletters.

### Surrey SEND Training School

**Licette Gus** delivered the two-day training for the **SEND Training School in West Hill, Surrey** in March. The training school opened this course to all and more than 30 participants from Surrey and beyond enjoyed the opportunity to learn about EC. An additional two-day training course for the Training School has been booked for April 2020. **Bookings are made directly with the SEND Training School.**

### Linden Bridge School, Surrey

**Licette Gus** delivered two days of EC training to **Linden Bridge Special School** in March and June. As a result of the March training the school were keen to engage in research to help support implementation. Linden Bridge EP, **Laura Grahamslaw** facilitated the Personal-Based Learning research approach. 13 teachers took part in the 10 week project which aims to answer the following question: ***“How can we develop the emotional regulation skills of our verbal learners with ASD through Emotion Coaching?”*** Qualitative data was collected via weekly reflective logs and the ECUK Exit Questionnaire. **Laura** and **Licette** are working on the qualitative data analysis and hope to have the research project written up before the end of the year.

### Malorees Infant & Junior School, Brent

**Licette Gus** delivered a half-day teacher CPD session in February and then followed this up with an after-school session in June. A very successful 2-hour workshop for parents and governors followed the after-school session in June. Around 75 parents attended. The high turn-out was helped by the fact that **Sian Davies**, Executive Head Teacher, ensured that the creche remained open so that childcare would not prevent parents from attending.

### ECUK organised two-day training:

**Louise Gilbert** and **Marnie Aston** led our two-day training in the lovely venue of the Royal Society for the Blind in **Hereford** in March, thank you to the **EPs in Herefordshire** who suggested the venue. **Licette Gus** and **Louise Gilbert** led our training weekend in **London** in June. We returned to the wonderful Early Excellence Centre in Canada Water. There was a distinctly international feel to the London weekend with participants attending from Australia, Turkey and Belgium. Our Turkish friends are keen to undertake some EC-based research, **Louise Gilbert** is providing support for this as needed.

Encouraged by the interest expressed by EP, **Harriet Cooper** in Derbyshire, we organised an additional two-day training in June in **Long Eaton** on the Nottinghamshire/Derbyshire border. This was held in **Parklands Connexions**, an old Victorian School bought by a family and run to support the day programmes for the aged housing they run. It also provides meeting/conference rooms to rent. We could highly recommend this venue. The staff were warm and helpful, tea and coffee plentiful throughout the day and the kitchen/cafe provided meals at lunchtime to order if desired. A worthwhile organisation and venue to support.

## Training with individual Educational Psychology Services

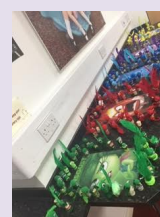
The number of Educational Psychology Services (EPS) that have commissioned us to provide whole day training for their EPs is now over 30. Since the last newsletter, Licette has worked with EPSs in **Derby City, Copenhagen, Leeds, Brent, Cardiff Consortium and Applied Psychologies (Hull)**. Educational Psychologists are an ideal group of professionals to support ongoing training and embedding of Emotion Coaching into schools and enabling supportive communicative interactions between all.

## Staffordshire Virtual School EC and Attachment & Trauma training:

We have completed and evaluated our 6-day training contract for the Staffordshire Virtual School. The evaluation report written by **Licette Gus** and **Louise Gilbert** is available on our website. We look forward to repeating this training contract in the coming year and a two-day training course aimed at key staff from secondary schools and PRUs.

## Tamworth EC Training for all Primary schools:

**Tamworth EC mentors** (a representative from each primary school in the Tamworth District) followed up their two-day training course with a series of workshops. These workshops were held each half-term and ECUK (Licette) was able to provide support. During the workshops, initiatives, successes and barriers as to their personal use of EC and EC in their schools were shared. Some wonderful initiatives took place during this time. These involved individual children, class, school and sharing EC with their parent community. Those of us in the workshops will never look at a cork in the same way again!



Some of initiatives would not have been possible without the support the group members received as a result of the opportunity to talk, reflect and be inspired by their colleagues. Special thanks goes to **Sarah Rivers**, Head Teacher of the Staffordshire Virtual School for enabling and supporting the training and workshops, to the head teachers of all of the primary school for enabling their staff to participate in the follow-up sessions, to **Heathfield Primary School** for providing a venue and most of all to the participants themselves. Their enthusiasm, honesty and support for each other was nurturing but most of all their commitment to the children they teach and care for was inspiring and indefatigable.

## Forthcoming EC Training:



**Autumn term 2019** is the next date for the **ECUK 2-day Core Training** and this time we're heading to **Oxford (October 19 & November 9)**. The format of this two-day training will be slightly different to usual. The training will take place on two Saturdays with a break of 3 in between the first and second day. The training course will support the thesis on Emotion Coaching and teacher's use of language in the classroom by Oxford Brookes doctoral student **Kate Dew**. This EC Core Training is open to all those who want to learn more about the 'who, what, where and how of EC'. **If any teachers are interested in taking part in Kate's research please contact us** and we can put you in touch with Kate. Further details on the training are available on the website.

**If you want to train** and become a **registered ECUK Practitioner Trainer**, the ECUK 2-day Core Training satisfies the mandatory EC training component. Please see [www.emotioncoachinguk.com](http://www.emotioncoachinguk.com) for further details on how to become a registered ECUK Practitioner Trainer

## **Wanting ECUK 2-day Core Training in your locality?**

The **Long Eaton** training came about because of expressed local interest, and a few practitioners have been instrumental in helping us find suitable locations and suggest appropriate dates. **If you think that you and your colleagues would like ECUK 2-day Core Training in your area**, we are very happy to work with your local knowledge and connections to set this up. Just contact us via the website [www.emotioncoachinguk.com](http://www.emotioncoachinguk.com) or email directly [emotioncoachinguk@gmail.com](mailto:emotioncoachinguk@gmail.com)

## 12.NE Interest Group meeting

**Marianne Doonan**, Lead Practitioner Trainer, organised the inaugural **Emotion Coaching UK North East Interest Group**, held on the 10th May in **Northallerton** County Hall. It was a great success, superbly led by **Marianne Doonan** and her colleagues with over 24 practitioners attending; including teachers from local schools, educational psychologists, local authorities and charities. It offered opportunities for networking as well as a chance to find out and catch up with what was happening in the North East- which is a lot!



**Karen Pickles** and **Tina Masterman** gave an inspiring presentation on how Emotion Coaching has been implemented at **Mowbray School**, a co-educational special school and the changes they have since seen. **Louise Gilbert** was thrilled to be invited to participate and be back in the North East, and gave a short update on what's going on around the country in regard to Emotion Coaching research and practice as well as flagging up the new resources (which can be accessed from the Emotion coaching UK website). Feedback about was very positive, and practitioners commented on feeling energised and, as a result of sharing ideas, motivated to use Emotion Coaching in new ways. As one practitioner commented, which captures practitioners' response to the day she most valued *'sharing information and experiences and being with such a positive group of people who want to make a difference, thank you'*.

### Forthcoming NE Interest Group Meeting

The second EC NE Interest Group meeting will take place on 22<sup>nd</sup> of November 10-3 at County Hall in Northallerton. County Hall is directly opposite the train station or there is parking available. The details of the agenda will follow. Louise Gilbert from ECUK will attend. Because of interest from further afield we also hope to be able to offer some video conferencing too for anyone who is a very long way away but would like to take part. Please contact **Marianne Doonan**, to confirm interest or attendance [Marianne.Doonan@northyorks.gov.uk](mailto:Marianne.Doonan@northyorks.gov.uk)

## 13. Emotion Coaching – an example

Whilst Emotion Coaching as noticed by John Gottman was observed during children's low levels of behaviour, those of us working in educational and community settings, are aware that there are occasions when we need to support a child who has 'flipped their lid'. **Deb Costa**, a **Practitioner Trainer** from **Australia**, has sent us this story about her use of Emotion Coaching in one of these situations. Deb is happy to share this with you. (*N.B. Joey is not the child's real name*).



Joey resides with his biological father and grandmother, following removal from his biological mother and brother because of child protection concerns. Joey is now in year 6 and has since kindergarten (reception) experienced difficulties in the school setting emotionally and socially.

Joey has experienced difficulty with regulating his emotions, difficulty with understanding and responding in social situations and difficulty with change and disruption. These difficulties have presented from kindergarten and have continued throughout Joey's schooling. Many different supports and strategies have been implemented for Joey, more intensively over the last three years, including:

- a personalised Zones of Regulation programme
- additional classroom support time
- adjusted education plan



Effectiveness of these supports and strategies has been limited, with Joey continuing to experience marked difficulties that have resulted in ongoing disruptions to his learning and success at school and impacting on his wellbeing.

When Joey would present at school very distressed he would go to the school front office pace, grunt, cry with fists clenched and attempts to approach him, calm him, redirect him would not be successful. He would sit in the classroom at this desk and grunt, cry and hit his head repeatedly. At other times he would present in a very shut down state and he would at times access a 'blue zone' area that had been set up for him. There were also several occasions where he was placing his hands around his neck, squeezing tight and digging his fingernails in, attempting to harm himself. In these extended periods of very heightened emotional experience, Joey would not respond to approaches included in his Zones of Regulation programme, and whilst he would not tell known adults to go away, he would not appear to respond to their proximity.

I would often say to Joey *"I'm so sorry you are feeling so upset"* and he would say *"why, it's not your fault"*, but dialogue would not help to calm, shift or address his experience. When I returned from overseas having trained as an Emotion Coaching in education settings practitioner and trainer, and came across Joey in the school front office with fists clenched, red faced, crying, grunting and pacing, I approached him and used the following Emotion Coaching steps with him:

### **1. Recognising the child's feelings and empathising with them**

Using my proximity to support to contain Joey and using a soothing, low voice I said *"Joey, wow, I can see you are so upset right now, whatever has happened to you must have been really awful. You are clenching your fists and your face is all red and you are grunting and making very loud noises as you have no words right now to express your feelings". Then I said with curiosity "I wonder what must have gone on for you?"*.

Joey came straight out, sobbing, and still grunting and having difficulty breathing and said *"that kid made me so mad, he always does it"* and then I said *"there's a kid making you so mad lots of times, it must have been a really awful thing for you to get you to feeling like this right now"* and then I said *"I wonder what went on, what did you want to say to him when this was happening"*.

Joey said straight away *"I didn't want to say anything I wanted to kill him with my bare hands and he moved his hands and was wringing them. I then said "gosh, what has happened must have been really awful he has made you feel so angry and now you feel in a rage with that child, I'm so sorry that you feel like this right now, that's not good for you and it's not fair"*.

Then I said *"how about I stay with you just now and we don't go anywhere near that child who is causing you to feel like this right now and together we can help you to calm down so at least you are feeling better"*.

Joey dropped his shoulders straight away, I did some big, loud outbreaths to help and hope he would match as he doesn't respond to being told to take big deep breaths and he did follow my breathing pattern. I then said *"I think you could do with some water, how about we go and find your water bottle"* and then *"how about we get you something to eat as you have been using so much energy because you have been so mad and so upset and so in a rage...we can get you something that can help you feel so much better and help your body to calm down"*.

Joey started to calm, his voice changed and he started to talk again and he walked with me while together we got his drink and food and a calming activity. I then said to Joey that I could see he was feeling much better and that I could take him back to class and help with talk with his teacher about what the other child had been doing now that he was much calmer and so that a plan could be made around the ongoing difficulties with this other child.

### **2. Validating the feelings and labelling them**

I let Joey know that other children irritating him would make him feel really mad and that he was angry and in a rage and that made him feel like he wanted to hurt the other child, even though he actually wouldn't, and not be able to talk about it because he was so mad. I let him know that it was good that he came to the office because he would be safe there and I was able to find him and help him to calm down. I labelled for him his feelings and



matched these internal feelings to his external expression and energy of these big feelings that were taking over his body and brain.

### **3. Setting limits on behaviour (if needed)**

I talked to Joey about how sometimes we can end up feeling so mad and feeling in a rage that it makes us not able to talk about it but feeling like we want to act on our feelings and hurt someone. I talked about how instead of hurting someone we move away, like Joey did, and find what is need to help him feel much better. I talked with him about how good it was that he could talk with me even when he was distressed instead of continuing to grunt and scream and walk around in circles because not everyone might have understood how he was feeling and that because he talked to me we could work through how and why he was feeling everything he was feeling at the time. I reminded Connor of the safe places and people he could go to whenever he felt that way.

### **4. Problem solve**

Joey and I problem solved together as we walked and gathered the things he needed to calm and manage his feelings. The suggestions I made out loud to Joey, and the attunement to where he was with his feelings and acknowledgement and labelling of those feelings and his experience because of what had been happening with the other child worked to support Joey to both calm and be able to then problem-solve, through inviting Joey and then doing those things together; eg *"hey how about we get you a drink (food)"* and *"let's get the sand tray so you can do something that you like and that can help you to really calm down and feeling much better"*. Then we used the concept of safe space so that he could eat and drink and use the sand try to help his body to return to calm. Later I took Joey back to his teacher and communicated to his teacher what had been going on for Joey with this other student and how Joey had been so upset that the importance of watching out for this so that we could support Joey to communicate these events and feel empowered to act in a way that would problem solve rather than feeling disempowered and left to escalate into a rage and powerless to do anything about the child antagonising him.

At the end of day, and multiple times since, Joey has said to me *"Miss, I really like how you always see everything from the child's point of view"*. Joey has been found pacing, grunting, crying the in school front office since. Joey still gets upset and I use Emotion Coaching with him and he responds, as he has someone to attune to his experiences and connect his experiences to his emotions, to be validated and to understand and be understood, and to be supported to problem solve.

Positive outcomes as a result of starting to use Emotion Coaching with Joey;

- I can support Joey to calm from a state of rage
- I can support Joey's ongoing and future emotional experiences
- I can prevent escalation into a rage and to help with problem solving.
- I can support Joey with feeling that someone can reach him when he is in an escalated state
- Joey can do things to help him feel better and calm down and access support to problem solve.

***From us all at ECUK we hope you have had a refreshing break over the holidays and wish you a good start to the European school year***

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