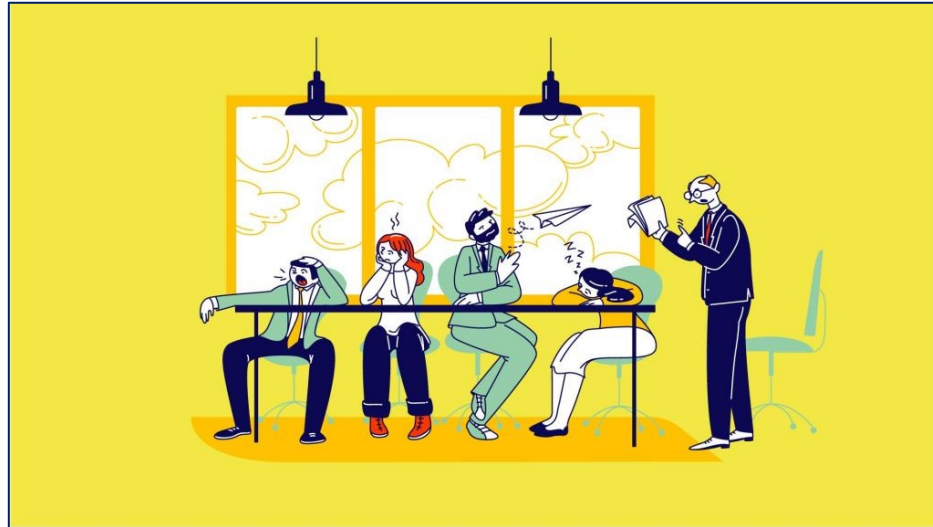


Managing Emotions & Behaviour through a Relational Approach

Good afternoon & welcome!

- ▶ Welcome
- ▶ Informal – ask questions as we go
- ▶ Confidentiality & sharing
- ▶ Reflection – take break/time if needed
- ▶ Timings



Good afternoon & welcome...



Objectives

- ▶ Understand the need why we need to promote emotional wellbeing in school
- ▶ Understand the theory of PACE & Emotion Coaching
- ▶ Practice elements of PACE & Emotion Coaching
- ▶ Understand any limits and barriers to PACE & Emotion Coaching
- ▶ Consider how you will establish PACE & Emotion Coaching into your practice
- ▶ Begin to understand how PACE & Emotion Coaching might be embedded into the Stuart Road whole school system

This is hard....



...we just need to be good enough!

What does a child need to learn well in a class setting?



Glasgow – Towards a Nurturing City

- ▶ Nurture in nurseries, primary & secondary
- ▶ Enhanced nurture to support those with social & emotional needs

A nurturing city has schools which:

- ▶ All children & young people, and their families, feel that that they belong and that their lives and experiences are valued and respected
- ▶ All children and young people, and their families, feel that staff listen to their views and that, if disagreements arise, staff respond sensitively and thoughtfully and work to resolve them

Maureen McKenna – Director of Education, Glasgow

But how nurturing are we really?



- ▶ In the staffroom and classroom
- ▶ In the playground
- ▶ In how we respond to parents who appear aggressive
- ▶ In the design of our curriculum
- ▶ In our learning and teaching

What does a child need to do, to learn well in a class setting?



What does a child need to do, to learn well in a class setting?

- ▶ Feel safe – trust adults around them
- ▶ Be willing to take risks
- ▶ Have good self-esteem & sense of self
- ▶ Be able to seek help without expecting ridicule
- ▶ Be able to concentrate, be in the 'flow'
- ▶ Be able to manage frustration, anxiety, disappointment
- ▶ Have a capacity to bear not knowing
- ▶ Be able to wait for and share the attention of others
- ▶ Be optimistic and have a positive attitude to a problem
- ▶ Social skills....(sharing, win, lose, negotiate...)

Adverse Childhood Experiences

Traumatic events that can have negative, lasting effects on health and wellbeing



People with 6+ ACEs can die

20 yrs

earlier than those who have none



1/8 of the population have more than 4 ACEs

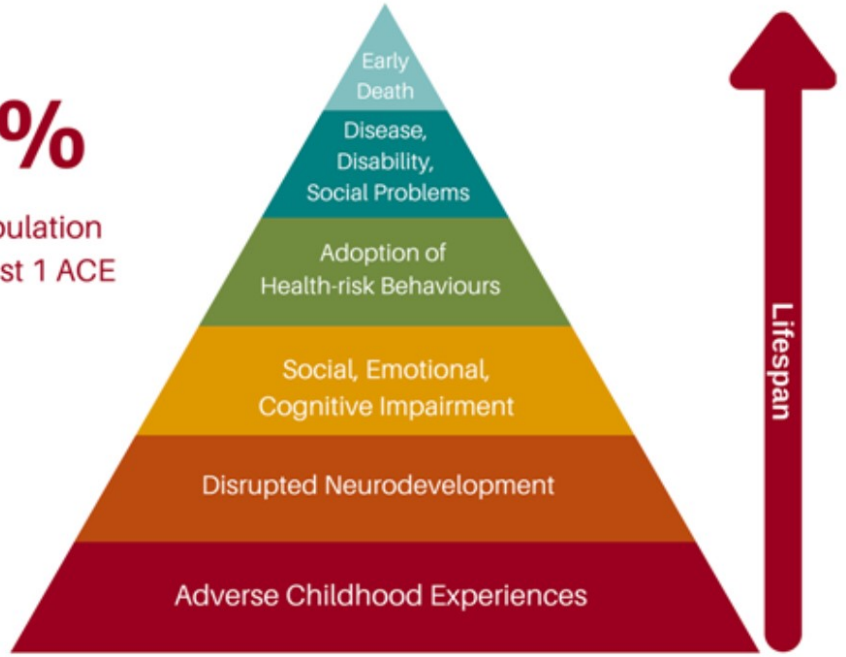
4 or more ACEs

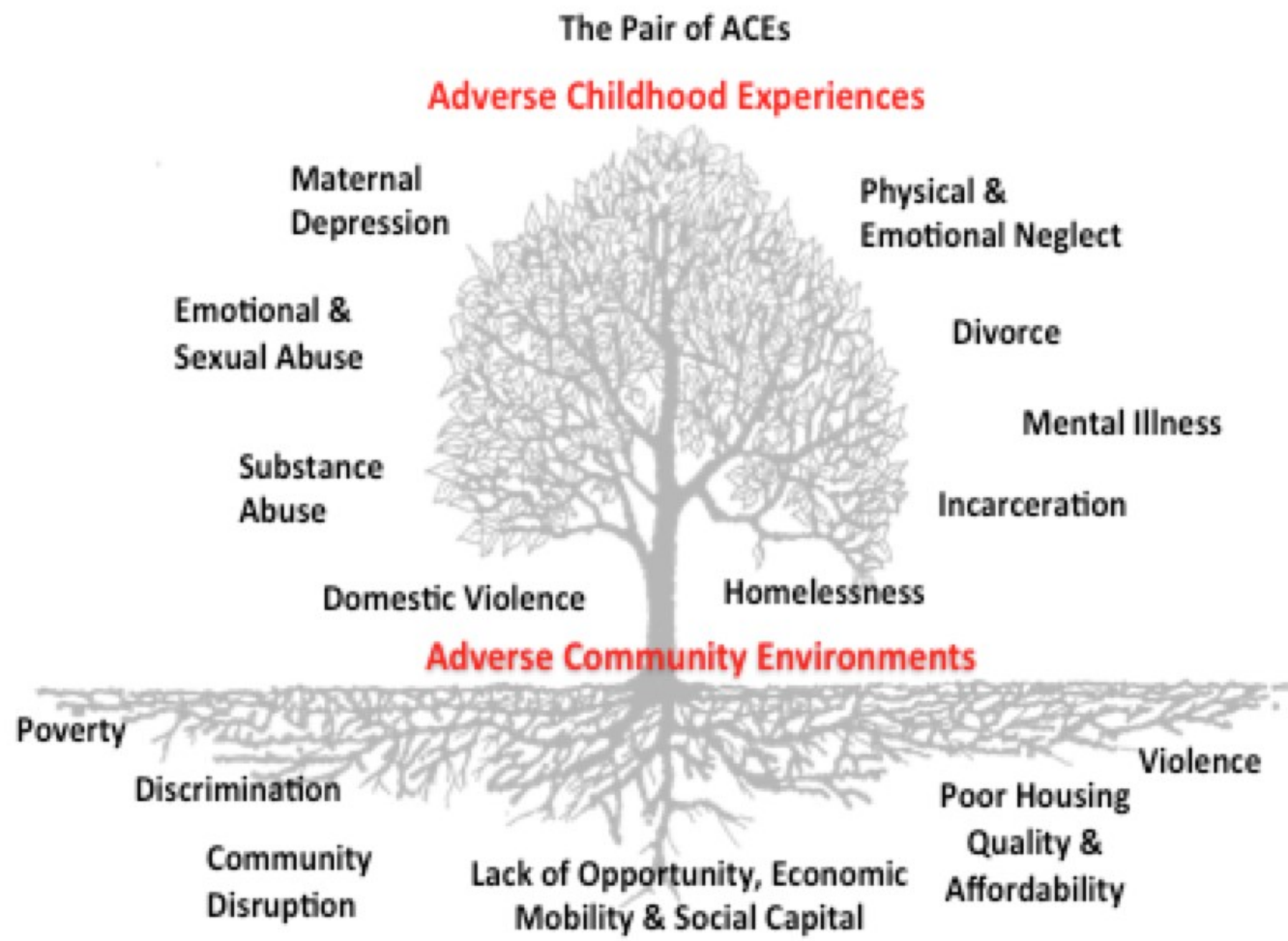
- 3x** the levels of lung disease and adult smoking
- 11x** the level of intravenous drug abuse
- 14x** the number of suicide attempts
- 4x** as likely to have begun intercourse by age 15
- 4.5x** more likely to develop depression
- 2x** the level of liver disease

“ Adverse childhood experiences are the single greatest unaddressed public health threat facing our nation today ”

Dr. Robert Block, the former President of the American Academy of Pediatrics

67%
of the population have at least 1 ACE





My Mum is....

I might be a bit frantic/stressed at the moment...

Why should schools use & promote mental health/wellbeing support?

- ▶ Diagnoseable mental health problems in children & young people have increased from 1 in 10 (Green et al, 2005) to 1 in 8 (NHS Digital, 2018)
- ▶ Focus on prevention of difficulties rather than treating problems (Gunnell et al, 2018)
- ▶ Value of schools promoting mental health, wellbeing & preventing difficulties (DfE, 2018)
- ▶ Targeting social & emotional skills to prevent mental health difficulties & enhance wellbeing is effective (Durlak et al, 2017; Taylor et al, 2017)



'Trauma Informed' Origins



The large body of research on the stark and wide-ranging consequences of traumatic incidents in early life is now impossible to ignore. Adverse childhood experiences (ACEs) such as abuse, neglect, injury or the death of a loved one, are credibly linked to lower educational attainment, mental health problems and even higher rates of heart disease in later life. (Felliti et al, 1998).

▶ **ACEs** from healthcare engagement studies (n=17,000)

(Vincent Felliti & Robert Anda: Felliti et al, 1998)

+ Attachment theory =

Trauma informed *practices / pedagogy / care / approaches / models / paradigms / leadership / teaching / midwifery / policing*

Trauma informed practices: it's a big deal

Take up has been phenomenal nationally and internationally: e.g. schools, law enforcement, social care and health settings.

Over the past 10 years, trauma-informed approaches have expanded beyond mental health services where they originated into schools, child protection services and the criminal justice system. **This expansion reflects widespread enthusiasm for the principles of trauma-informed care and optimism that their use will lead to measurable benefits for children and adults.**

(Molloy: Early Intervention Foundation, 2022)

TIP in schools: practice models



Strategy

Create Safety

- **Find and create a calming space** in school where the CYP can go when signs of distress begin to appear e.g. room / corner / pop-up tent / blankets

Regulate nervous system

- Helping a CYP to **learn strategies to co-/regulate** e.g. breathing, bubbles, reading, colouring, time outside – find what works for each individual
- Be present with CYP

Build a connected relationship

- Prioritise the development of **trusted relationships**
- **Connect** personalities
- **Time together** each day

Support development of coherent narrative

- **Provide structure**, routine within in the environment and in people (remove chaos)
- Make the day **logical**

Practice 'power-with' strategies

- Demonstrate **reciprocity and mutuality**
- **Avoid punitive** or consequence focused strategies

Social emotional and resiliency

- **Model** positive wellbeing
- **Talk about emotions**; connecting situation with a range of emotions

Post traumatic growth

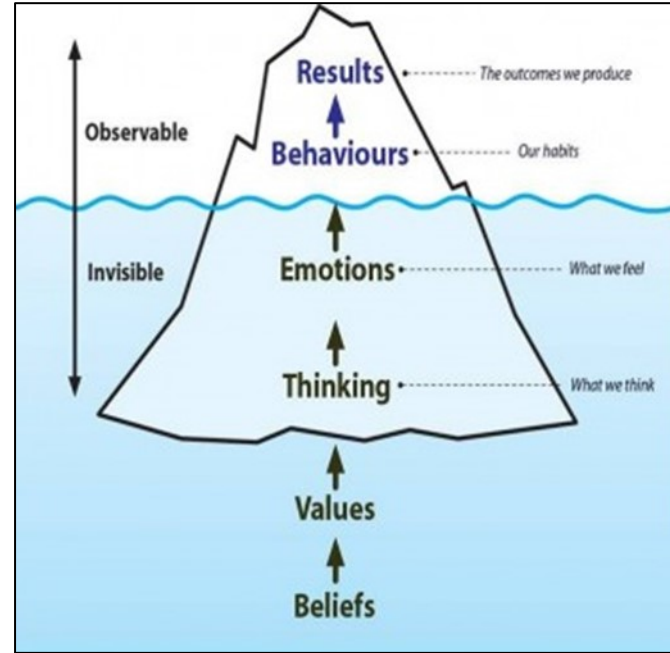
- Recognise and foster the view that following trauma, **personal growth** can occur
- Provide **safe opportunities** for challenge and celebrate successes

The impact of one person...



Ian Wright's teacher gave him direction and purpose during his turbulent upbringing
- BBC – YouTube

Behaviour, thoughts and feelings...



If we focus on solely on the behaviour, the likelihood of change is reduced...

We must consider the **emotions** and **thoughts** that are also involved



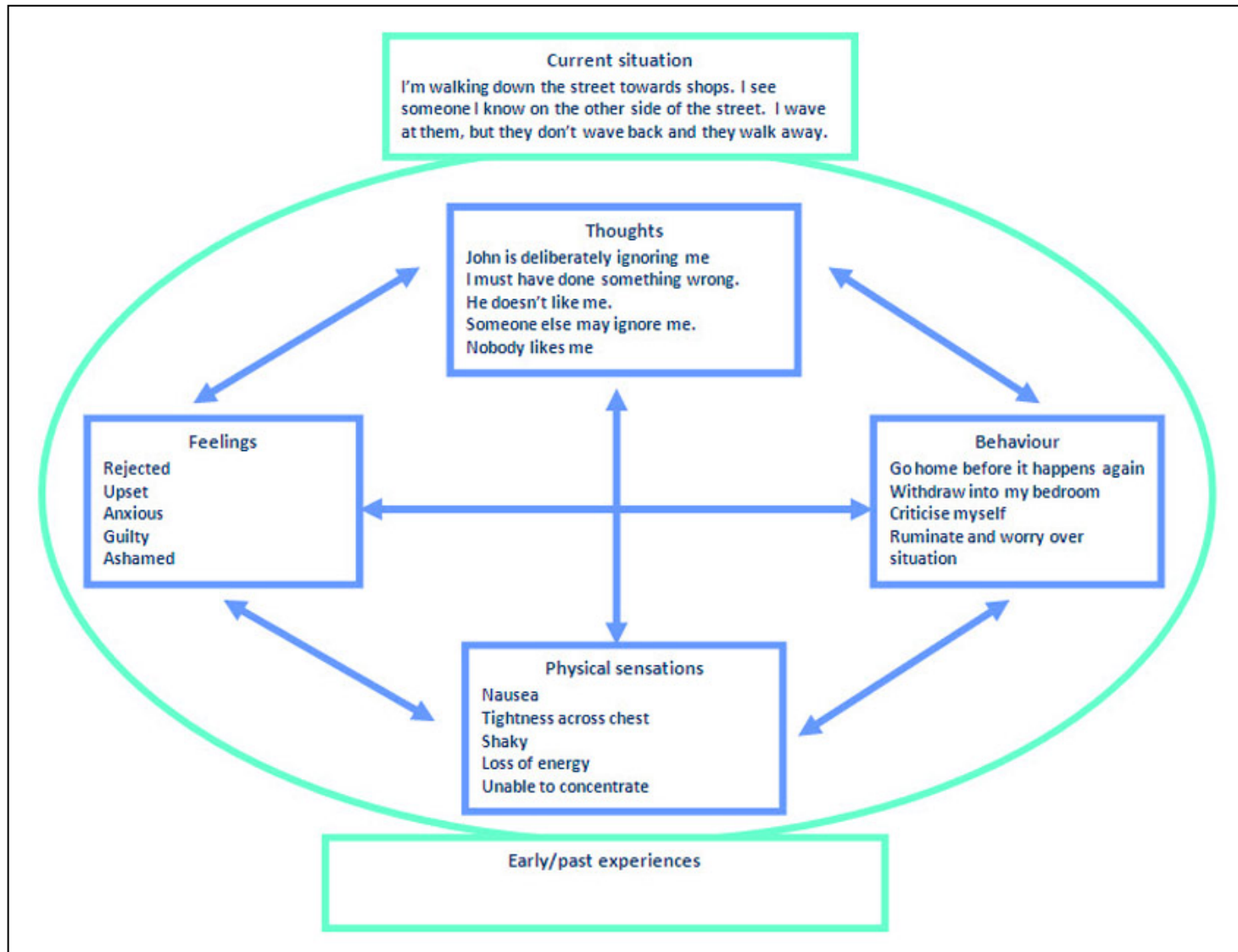
feelings before you
talk about them



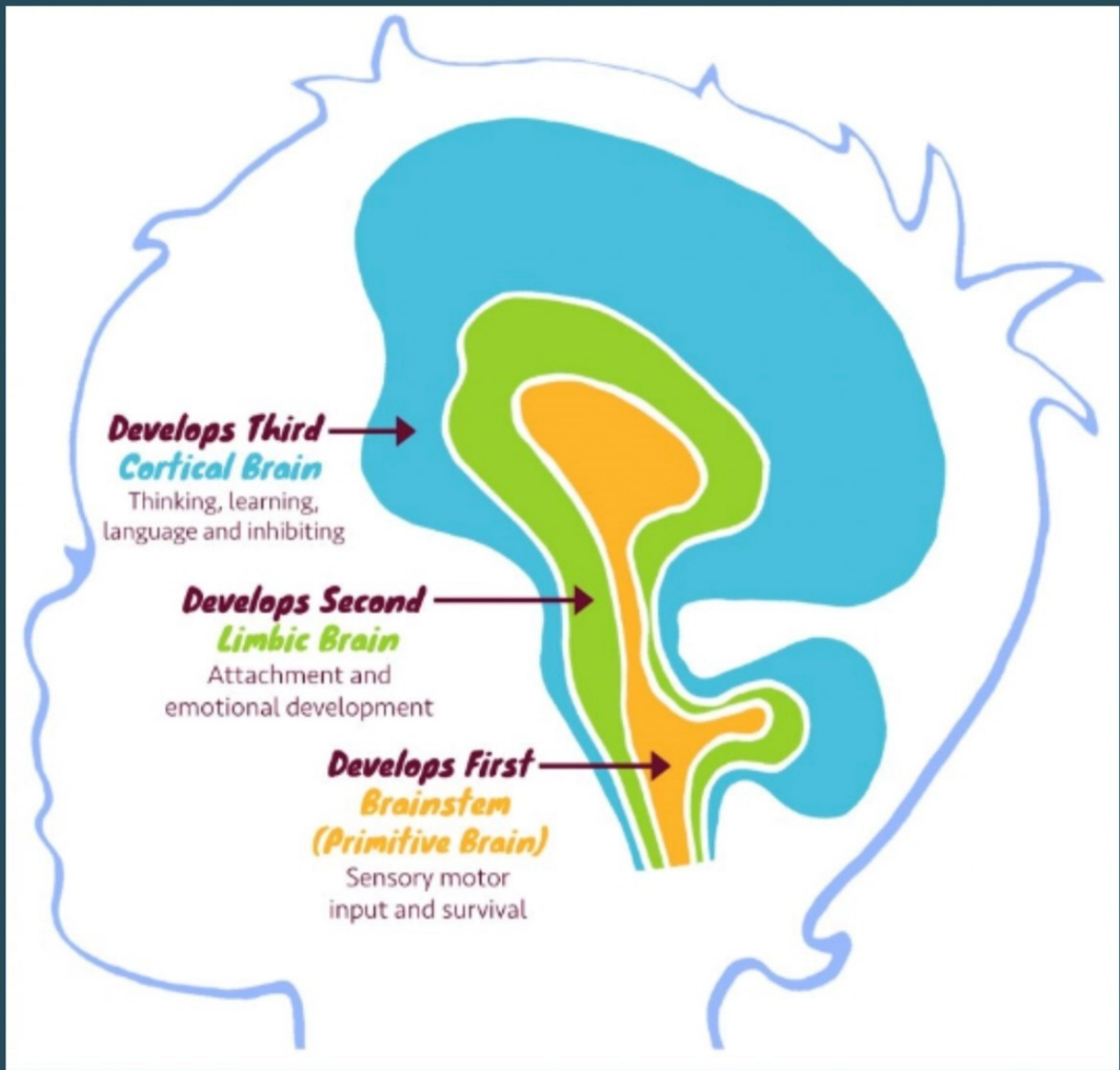
feelings after you talk
about them

“When we articulate how we feel it reduces the impact on the brain by 50%. When we voice them we rationalise them - name it to tame it”

Victoria English

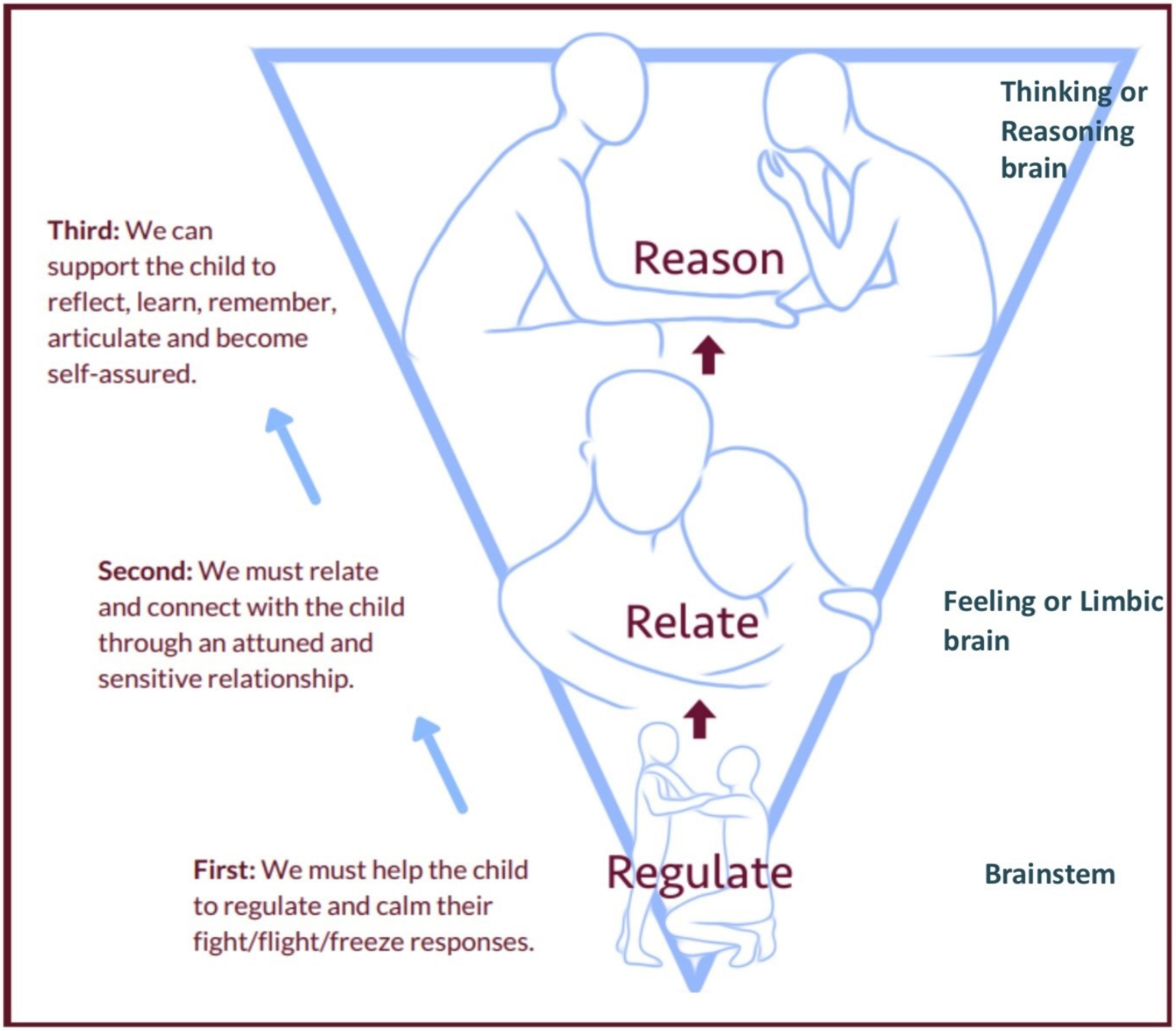


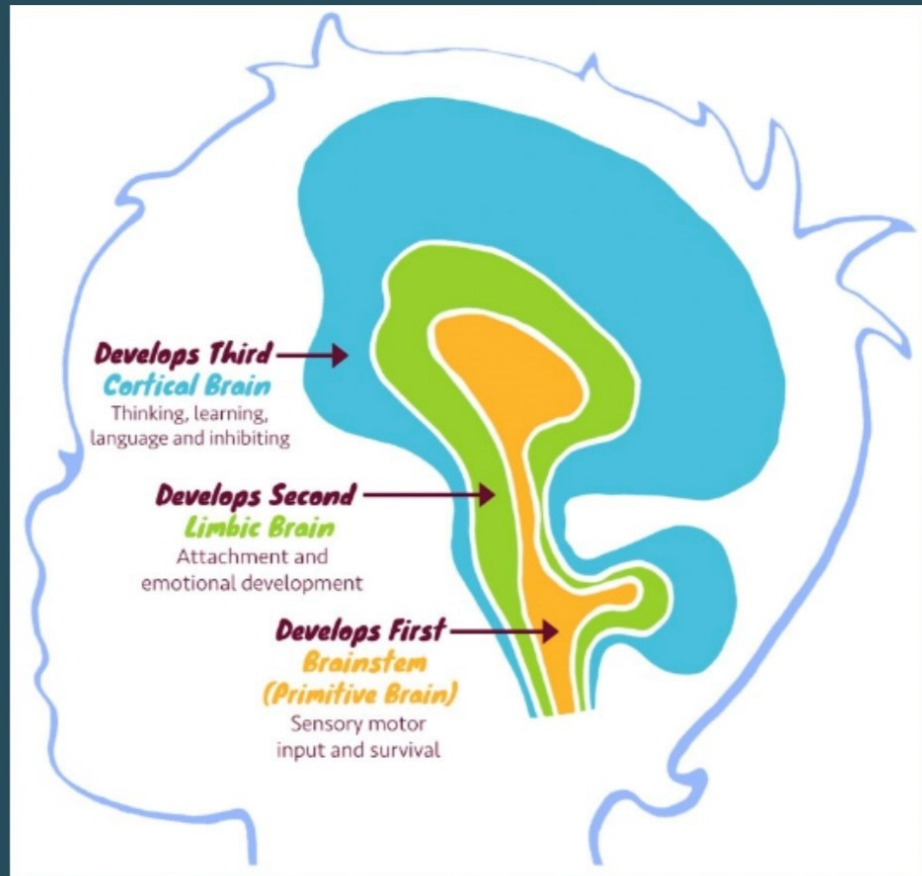
NB - Knowing and understanding child's history/experiences



↑ Children's brains develop from the bottom up ↑

NB - Connection before Correction





REASON (Thinking Brain)

- Reflect and learn
- Remember and articulate
- Rehearse for next time
 - Solve a problem
- Learn a new skill – teach explicitly
 - Rehearse

RELATE (Feeling Brain)

- Repair & restore connection (I'm here, I care, it's ok to be mad, when you're ready)
- US vs Problem (we will get through this)
 - Do together
- Solve problem, not punish

REGULATE (Brainstem)

- Co-regulator gives time, space & safety
- Repetitive & rhythmic activity (rocking, throwing & catching, drumming, dancing, reading, swinging)
- Use large muscles (wall push ups, plank, walking, hockey & puck, obstacle course yoga ball)
- Environmental support – what does the space offer the child?

PACE

- ▶ Dan Hughes - Clinical Psychologist
- ▶ Supports adults in building connections with children & young people to enable them with a safe space to open up and communicate. Children show their emotions through their behaviours and this approach helps them to verbalise their emotions.
- ▶ 4 key principles to help us connect
- ▶ Playfulness, Acceptance, Curiosity, Empathy
- ▶ Helps children & young people to feel heard and understood - more likely to then see situations from another perspective and work through better ways to express their thoughts and feelings

PACE - Playfulness

- ▶ **Playfulness** involves adults interacting with children & young people in a light hearted manner. In a playful moment, an adult communicates interest in a child/young person and learns more about his/her world.
- ▶ The adult's open, calm and engaged attitude allows the child/young person to relax and become less defensive and more reflective
- ▶ Judged/timed right – very effective



PACE - Acceptance

- ▶ **Acceptance** refers to adults unconditionally accepting the inner thoughts, feelings and struggles that are behind children's behaviour
- ▶ A child is encouraged to express his/her inner world without fear of being judged or evaluation. The unconditional acceptance on the part of the adult is critical in creating a feeling of safety and security for the child. By normalising emotions and providing affirmations, the adult supports the child in begin open about his/her inner turmoil.
- ▶ The adult communicates understanding of the motives for behaviour and accepts the child's right to show his/er emotions, but helps them to understand that certain behaviours are still not acceptable.



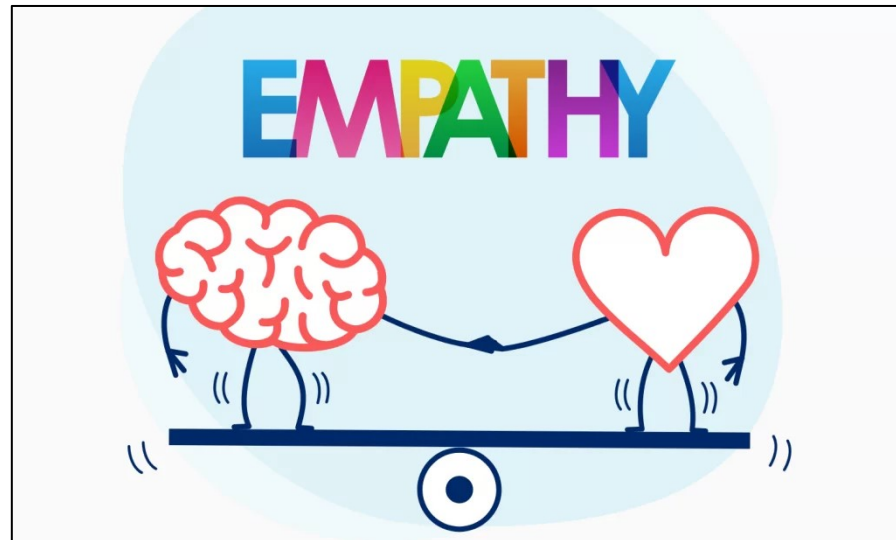
PACE - Curiosity

- ▶ **Curiosity** involves adults supporting children to become more self-aware by learning to reflect on the reasons underlying their behaviour. When adults are curious, they are interested in understanding what has happened to, rather than what is wrong with children.
- ▶ When we show genuine curiosity and a real willingness to understand the meaning behind a child's behaviour, it helps the child to open up about personal thoughts and feelings without fear of being judged.
- ▶ The child is more likely to open up and engage in conversations that support the development of how their thoughts and feelings influence their behaviour.



PACE - Empathy

- ▶ **Empathy** involves adults showing compassion, communicating that children's inner worlds are important to them, and that they are available if the child is finding things tough.
- ▶ It involves an adult being present in the moment so as to understand and experience things alongside the child.



Inside Out – Sadness Comforts Bing Bong

- ▶ <https://youtu.be/kdhjztWMnVw>
- ▶ What PACE skills did Sadness use?



How do we show PACE to others in the language we use?

- ▶ Playfulness?
- ▶ Acceptance?
- ▶ Curiosity?
- ▶ Empathy?

How do we show PACE to others in the language we use?

- ▶ I'm wondering...
- ▶ I can see something's wrong. Tell me about it and I'll listen
- ▶ That must be really hard...
- ▶ It must be really difficult for you when...
- ▶ I'm sorry that happened to you...
- ▶ That feels like a big feeling...
- ▶ No wonder you were upset...
- ▶ It seems that you were...
- ▶ How sad, hurtful for you...

Using the right vocabulary for the right age and stage of the child...

Anger	Sadness	Fear	Disgust	Surprise
Frustrated	Lonely	Worried	Disappointed	Confused
Mad	Hurt	Insecure	Bitter	Overwhelmed
Annoyed	Guilty	Embarrassed	Resentful	Startled
Offended	Uninterested	Rejected	Shameful	Shocked
Threatened	Inadequate	Vulnerable	Averse	Amazed

(NB - 5 basic challenging emotions & some secondary emotions developing from them...)

PACE example....



Alex is refusing to engage in his task. He is crawling under tables, scribbling all over his worksheet and poking holes through it. He says there is no point in doing it because he can't, he hates you, the work and the school. He says he doesn't care what you say or if he gets into trouble...

▶ 'Typical/negative' response

VS

▶ Playful & curious response

Typical/negative response...

Alex. Come here. Stop that now. That's' no way to treat your work. You'll have to start again and that will waste your time

If you don't get it finished before break you'll have to stay in and do it.

You are disrupting the class again!

I don't think that's a very nice way to talk about yourself, me of the school Alex.

You need time out to think about what you have done!

Playful/curious response

Oh my goodness, look at that worksheet Alex, it looks like a mouse has nibbled right through it – I hope he's not going to eat my secret sweetie stash too.

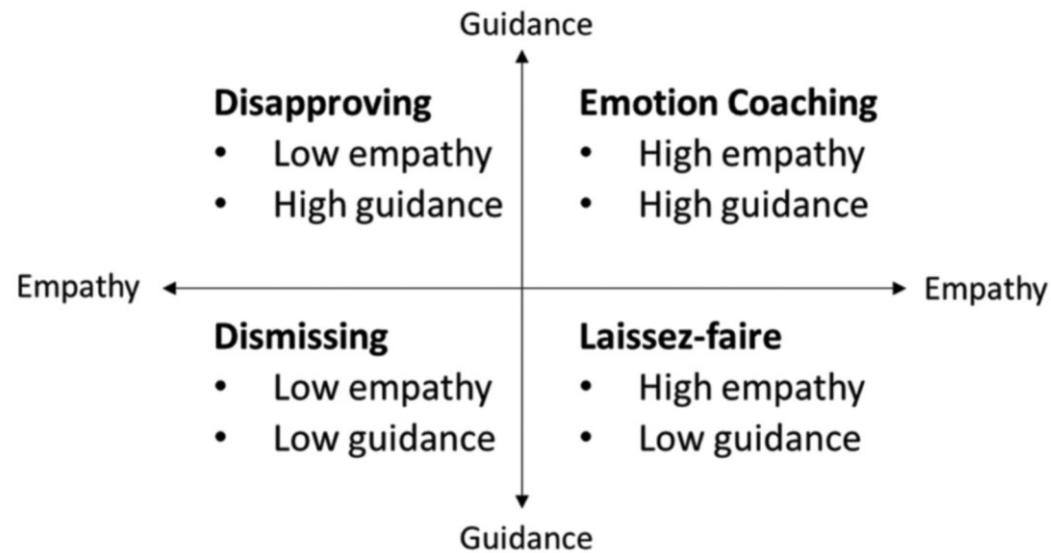
Are you ok Alex? You look really sad and upset. Why don't you come over to the comfy corner and we'll see what we can do together.

You usually really enjoy your Maths work. I wonder what's making things tricky today?

I know that your grandpa hasn't been well. Are you upset about other things as well as the Maths?

Emotion Coaching

- ▶ Technique & philosophical approach to emotions (Gus et al, 2015)
- ▶ 1990s – Gottman & Katz – parenting practices
- ▶ Empathy & Guidance (Rose et al, 2015)



Benefits of Emotion Coaching

- ▶ Achieve more academically in school
- ▶ Are more popular
- ▶ Have fewer behavioural problems
- ▶ Have fewer infectious illnesses
- ▶ Are more emotionally stable
- ▶ Are more resilient

Gottman et al (1997)

Why do Emotion Coaching in schools?

- ▶ Helps children regulate, improve & take ownership of their behaviour
- ▶ Helps children calm & better understand their emotions
- ▶ Helps practitioners to be more sensitive to children's needs
- ▶ Helps create more consistent responses to children's behaviour
- ▶ Helps practitioners to feel more 'in control' during incidents
- ▶ Helps promote positive relationships between adults & children promoting trust
- ▶ Accelerates academic progress

Gilbert (2018), Rose et al (2015), Gus (2018)

Emotion Coaching 5 Steps

1. Becoming aware of the child's emotions
2. Recognising emotional moments as opportunities for intimacy and teaching
3. Listening empathetically and validating the child's feelings
4. Help the child to find words to label their emotion they are having and
5. Set limits while exploring strategies to solve the problems at hand



Meta-emotion philosophy

- ▶ Knowledge of reactions, responses & reasoning and emotions in oneself and others
- ▶ Complex, nuanced, unique & changes over time

Knowing ourselves...

- ▶ How were emotions displayed & received when you were a child. Were some emotions more acceptable than others?
- ▶ What were your experiences, and what were your take-away messages about emotions?
- ▶ Was anger tolerated or punished? Did your parents distract you from your sadness or share your joy with them?
- ▶ Do you respond the same way to emotions at home as you do in work?

Meta-emotion philosophy

- ▶ You see a child having a tantrum in the middle of the playground because their childminder refuses to let them stay to play after school?

Knowing ourselves...

- ▶ How does it make you feel? What words would you use to describe the feelings?
- ▶ What actually happens in your body & where do you feel the feelings?
- ▶ How do you feel about what's happening to you? (uncomfortable, empowered, scared, guilty, energised, embarrassed?)
- ▶ Does the incident take you back to when you were a child, remembering how you were treated & how it made you feel?
- ▶ Does the feeling & watching emotional displays cause alarm bells to ring & make you feel uncomfortable?

Be a **STAR** for a child

- ▶ **S**TOP – Pause don't react or speak straightaway. Notice any feelings the child's behaviour may be bringing up in you.
- ▶ **T**HINK – What feeling might be lay underneath the behaviour I'm seeing? What is going on for the child right now?
- ▶ **A**TTUNE – Attune to the feeling by putting yourself in the child's shoes
- ▶ **R**EFLECT – What would be an equivalent situation for you that could cause you to feel that way?



Emotion Coaching



1. **Calm Yourself – Notice your own arousal and calm yourself**

Oxygen mask analogy – attend to own needs or you will be unable to care for others effectively

Responding to a child's distressed behaviours can feel frightening and threatening for adults too.

Adults need to feel regulated to respond empathetically and calmly to the child

2. **Recognise the emotion being communicated**

When a child is upset connect first emotionally in order to reduce stress levels; they may be feeling threatened. How can you convey safety and containment? All emotions are natural, normal and not always a matter of choice.

Emotion Coaching



3. Label, validate and empathise

Provide reassurance that all emotions are OK and normal.

How the child is experiencing emotion is understandable

Use words to reflect back their emotion

(Tone, speed & body language, facial expressions – mirroring - important)

Help child to label their emotion – ‘upset’ is a good all purpose word

Check out your understanding – is that right?

Provide a narrative/translation for the emotional experience (create cognitive links)

Emotion Coaching



4. Limit setting

Only when the child is completely calm limit setting on behaviours

Once the child feels understood you may need to state a boundary limit (only if the behaviour is inappropriate.) All feelings are ok but not all behaviours are ok. Use a calm and natural tone.

Time may be needed on step 2 (connection) before a child can be receptive at step 4.

E.g. it's ok to feel annoyed and it's not ok to hurt people.

5. Problem solve

Explore the feelings that gave rise to the behaviour/problem/incident

Scaffold alternative ideas and actions that could lead to more appropriate and productive outcomes

Empower the child to believe they can overcome difficulties and manage feelings and behaviour

This approach takes time to get used to it....

NB – can still include restorative actions & practice/support for next time

Emotion Coaching Scenarios

1. Taylor has had a bad morning at school and has been very disruptive. This seems to be escalating. It is decided that Taylor needs to leave her lesson for a little while. Taylor says: "I don't want to be in your stupid lesson anyway".
2. Dylan comes in from the playground and says to his teacher "I hate those kids. They won't play with me. They're so mean to me."
3. A pupil who is normally polite becomes rude and defiant when asked to remove his coat in the lesson.
4. Ann, a parent is annoyed because she has been asked to come into the school to talk about her son's behaviour, which is causing disruption. Ann approaches you and starts the conversation by shouting and waving her finger at you, "You lot are always having a go at us!"

Feelings? → Validate. → Limit setting? → Problem solving.

NB - Tip - Match their affect – feelings & emotions

What are the challenges of using PACE & Emotion Coaching?



What are the challenges of using PACE & Emotion Coaching?

- ▶ Time – competing issues of doing other things...
- ▶ Space – might need to do this with a child quietly/privately
- ▶ The clash of PACE vs our behaviour systems...
- ▶ Us – we are fallible humans with our own set of feelings, beliefs, attitudes, pressures and worries...



What we feel about feelings and behaviour...

Our responses to feelings & behaviour reveal a range of underlying thoughts & beliefs such as:

- ▶ Our ability to manage our own feelings generated by the child's feelings & behaviour
- ▶ Our values & beliefs about how feelings should be expressed
- ▶ Our underlying values & beliefs about behaviour & how it should be managed

These will be influenced by:

- ▶ How we feel about emotional behaviours & displays in ourselves & others
- ▶ How much we trust or believe in our own feelings
- ▶ How we regulate our own feelings
- ▶ How effective we are at managing our emotions

Emotion Coaching may be less effective when:

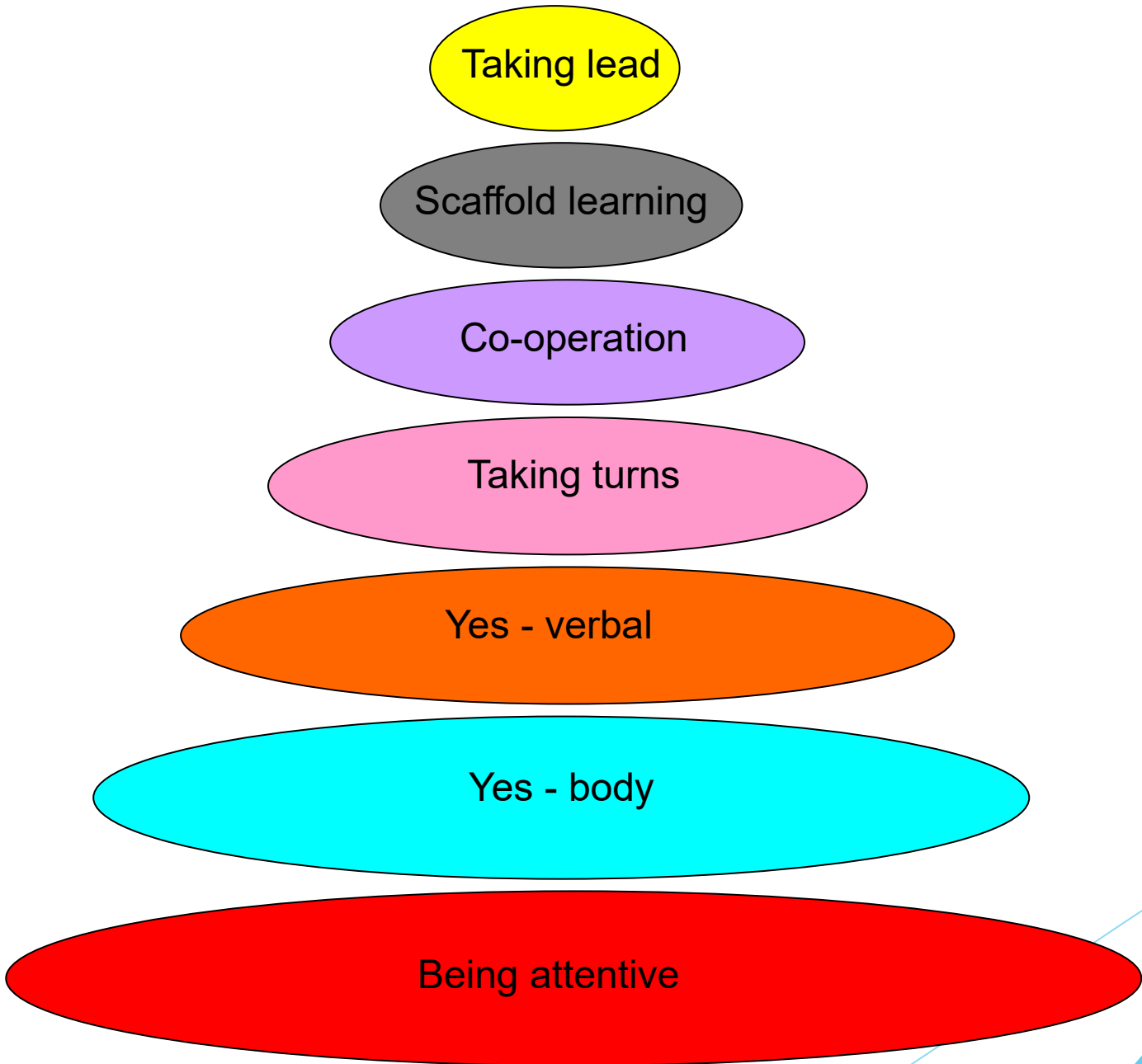


- ▶ Large numbers of children are involved
- ▶ There is an audience
- ▶ You do not know the child
- ▶ Your approach is not sensitive to the developmental ability of the child
- ▶ You are working with parents experiencing mental health issues
- ▶ You are feeling anxious, distracted or too tired
- ▶ You are pressed for time
- ▶ You believe the child is faking the emotions and is being manipulative
- ▶ You are inconsistent in your use

Is all about attuned interactions & it takes time....

- ▶ In pairs
- ▶ Can you identify the 'Attuned Interaction' principles from the following clips?
- ▶ Positive and negative version....
- ▶ What does my colleague do that enables me to let her take over and lead?





Taking lead

Scaffold learning

Co-operation

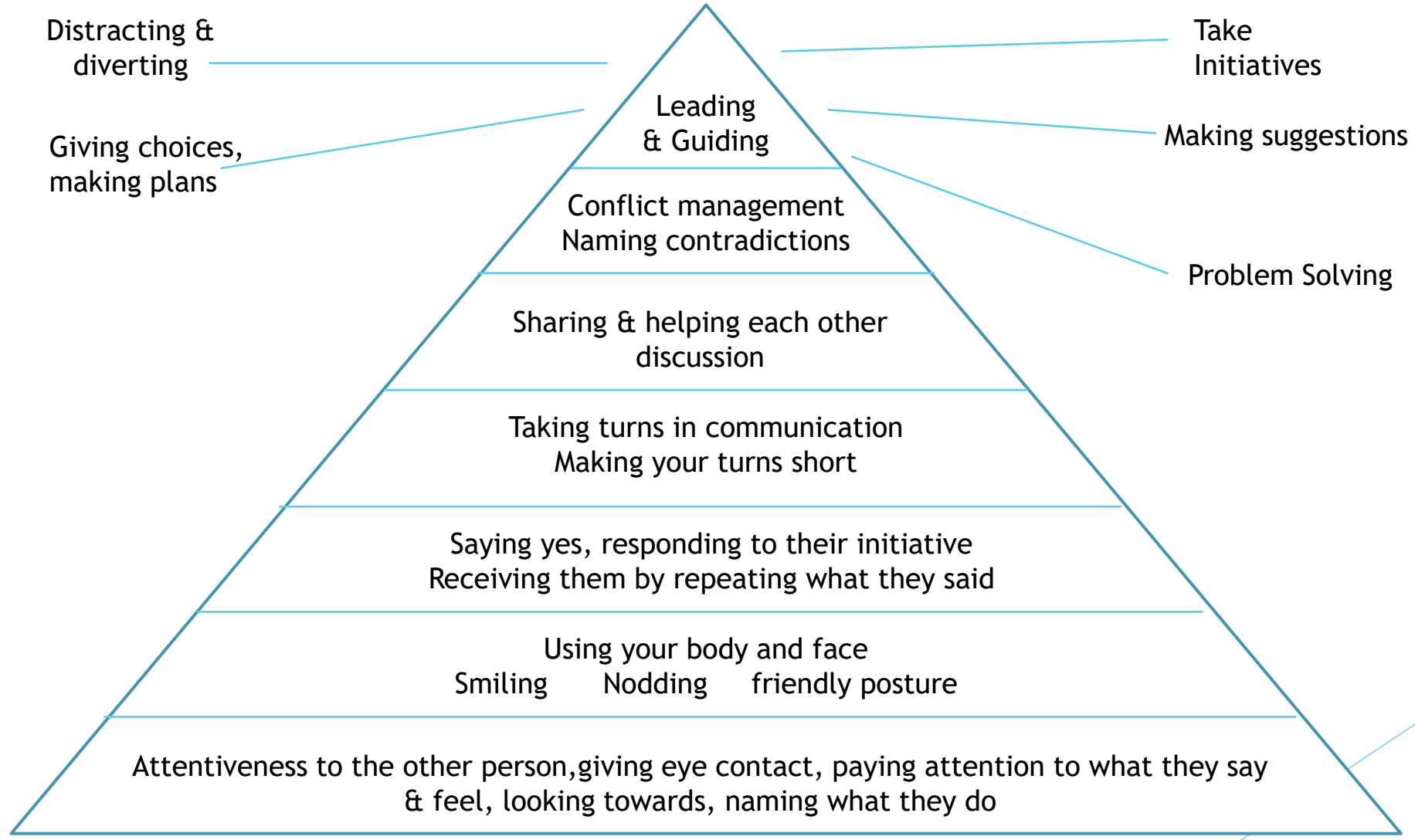
Taking turns

Yes - verbal

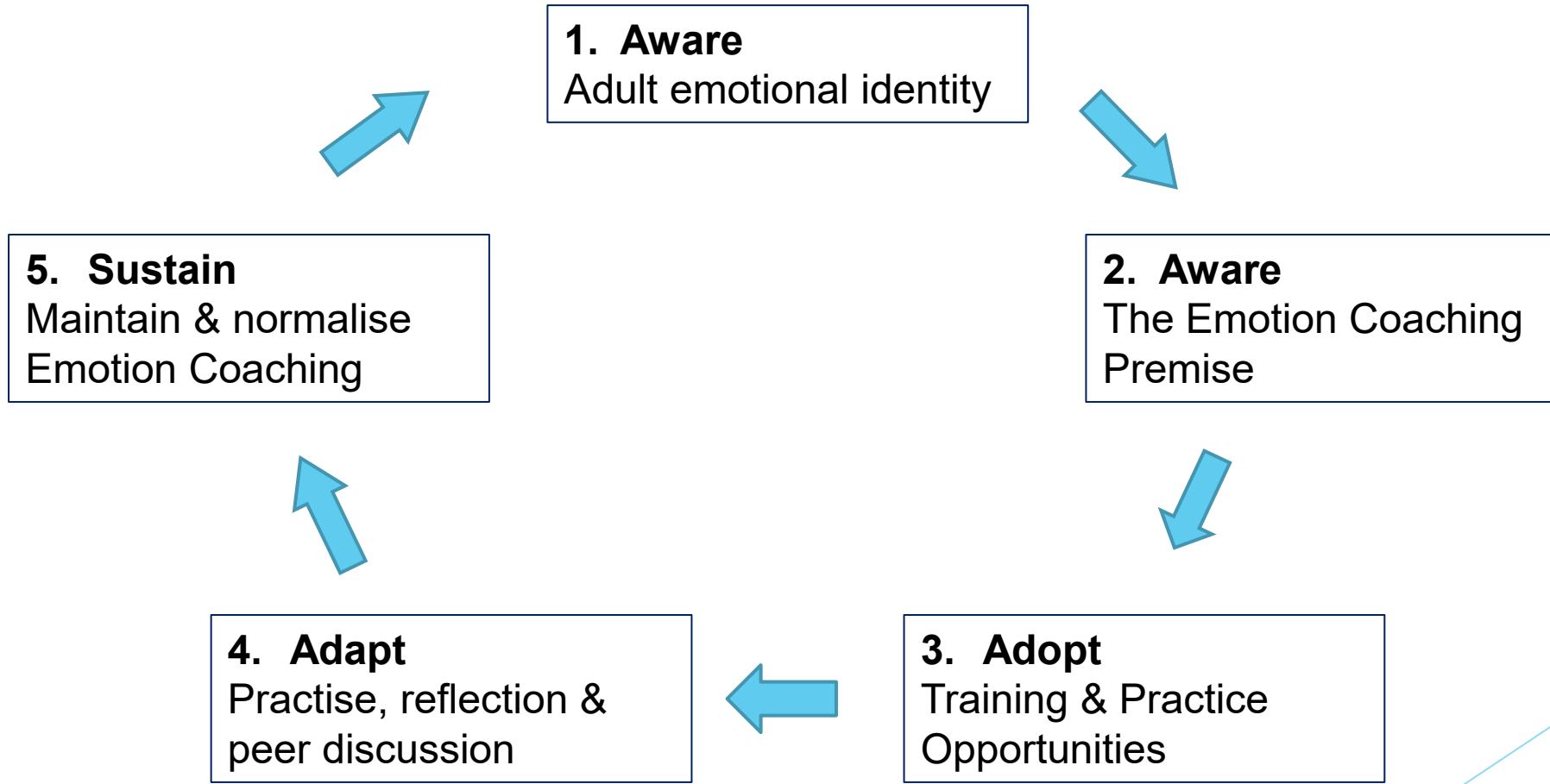
Yes - body

Being attentive

Contact Principles of Communication



The Emotion Coaching Journey



So....where next?

- ▶ How do we embed PACE/Emotion Coaching into Stuart Road so that everyone understands the approach and feels comfortable and successful in using it?
- ▶ Is it included in your behaviour policy?
- ▶ How do we support ALL staff in use & embed it successfully?
- ▶ Do you have the resources to support it?
- ▶ MAST/EP support if/as needed

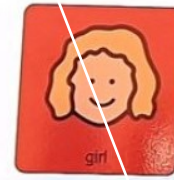
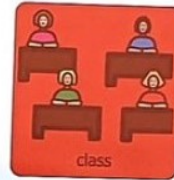


IN THIS SCHOOL
WE ARE TRAUMA-INFORMED.
WE CONNECT BEFORE WE CORRECT.
WE STAY CURIOUS NOT FURIOUS.
WE UNDERSTAND BEHAVIOUR IS COMMUNICATION.
WE BELIEVE IN CO-REGULATION, THAT CHILDREN
REGULATE OFF THE ADULTS IN THEIR LIVES.
WE THINK CAN'T - NOT WON'T.
WE EMPATHISE WHEN
SOMEONE IS FLIPPING THEIR LID.
WE BELIEVE IN RESTORATION - NOT PUNISHMENT.
WE BELIEVE THAT RELATIONSHIPS
BUFFER STRESS AND BUILD RESILIENCE.
ALL OF US NEED ONE ANOTHER, ALWAYS.
RESILIENCE MEANS WE SEE YOU,
WE HEAR YOU, WE ARE WITH YOU.

What has happened?



Who was affected?

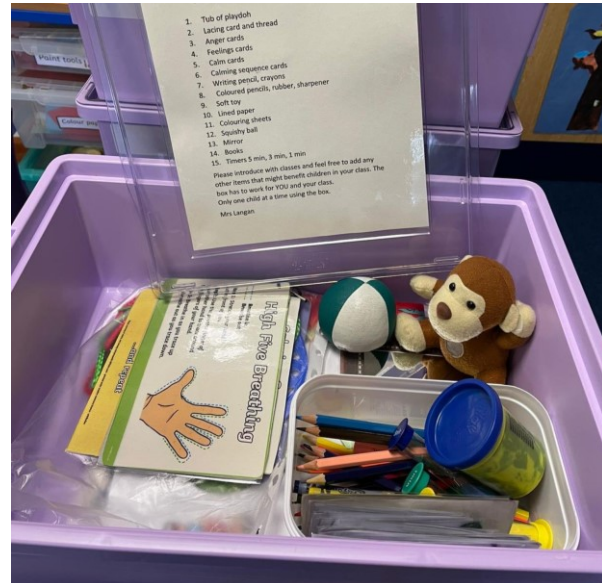
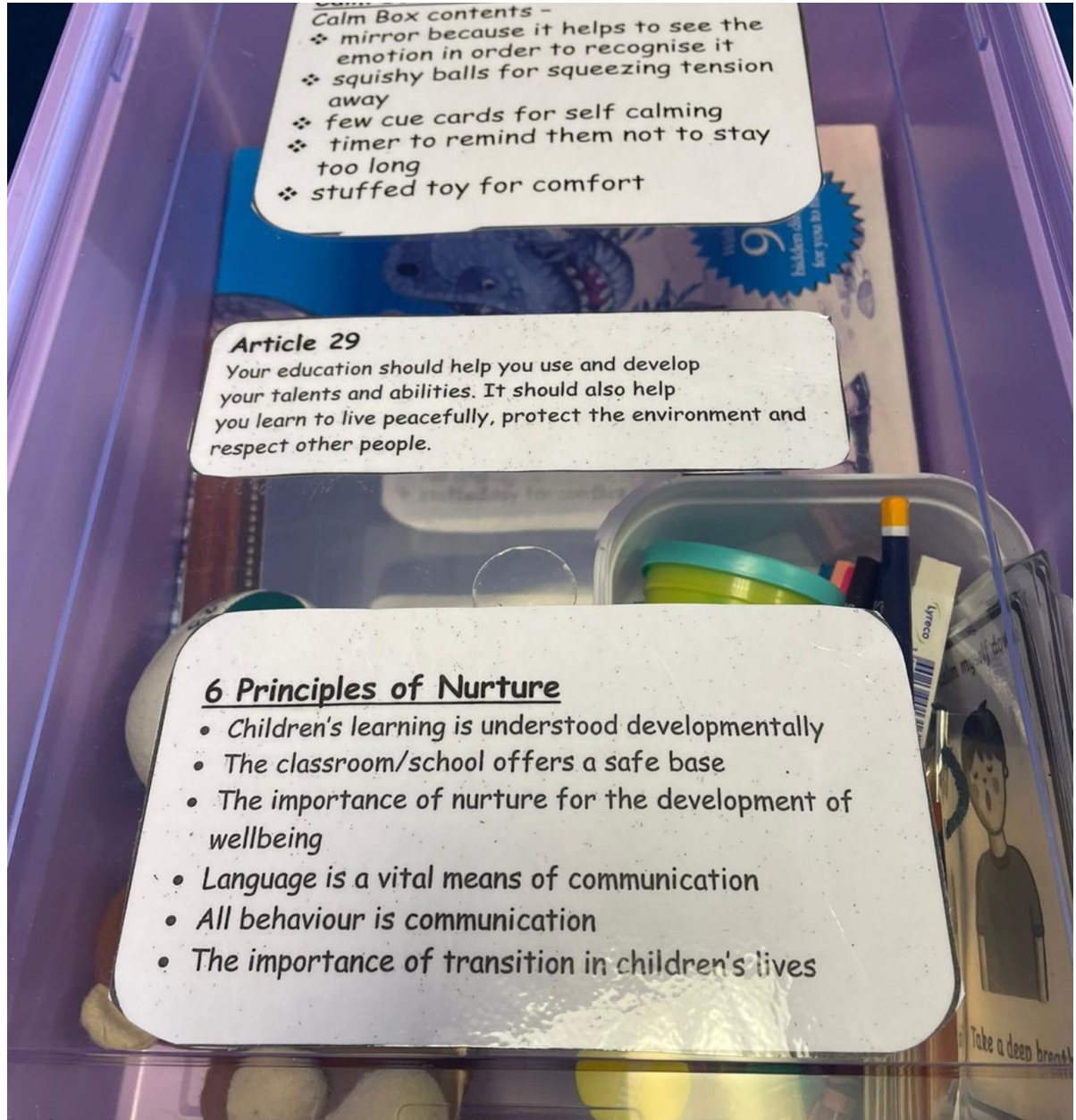


How is everyone involved feeling?



How can we sort this?







My Feelings

What I Can Do:

- ★ I'm feeling good
- ★ I can play and learn
- ★ I can help a friend
- ★ I can try new things
- ★ I can practice my calming strategies for when I need them most

My Feelings

What I Can Do:

- ★ Count to 20
- ★ Take deep breaths
- ★ Go to a safe space
- ★ Push or squeeze something
- ★ Draw, write, or talk about it

My Feelings

What I Can Do:

- ★ Stretch
- ★ Go for a walk
- ★ Drink some water
- ★ Talk to someone you trust
- ★ Think happy thoughts

My Feelings

What I Can Do:

- ★ Walk Away
- ★ Stop what I'm doing
- ★ Be safe
- ★ Ask for a break
- ★ Get help

EMOTIONAL REGULATION FLASHCARDS



Emotion Coaching

Step 1

Recognising the child's feelings and empathise with them.

Step 2

Label the feelings and validating them.

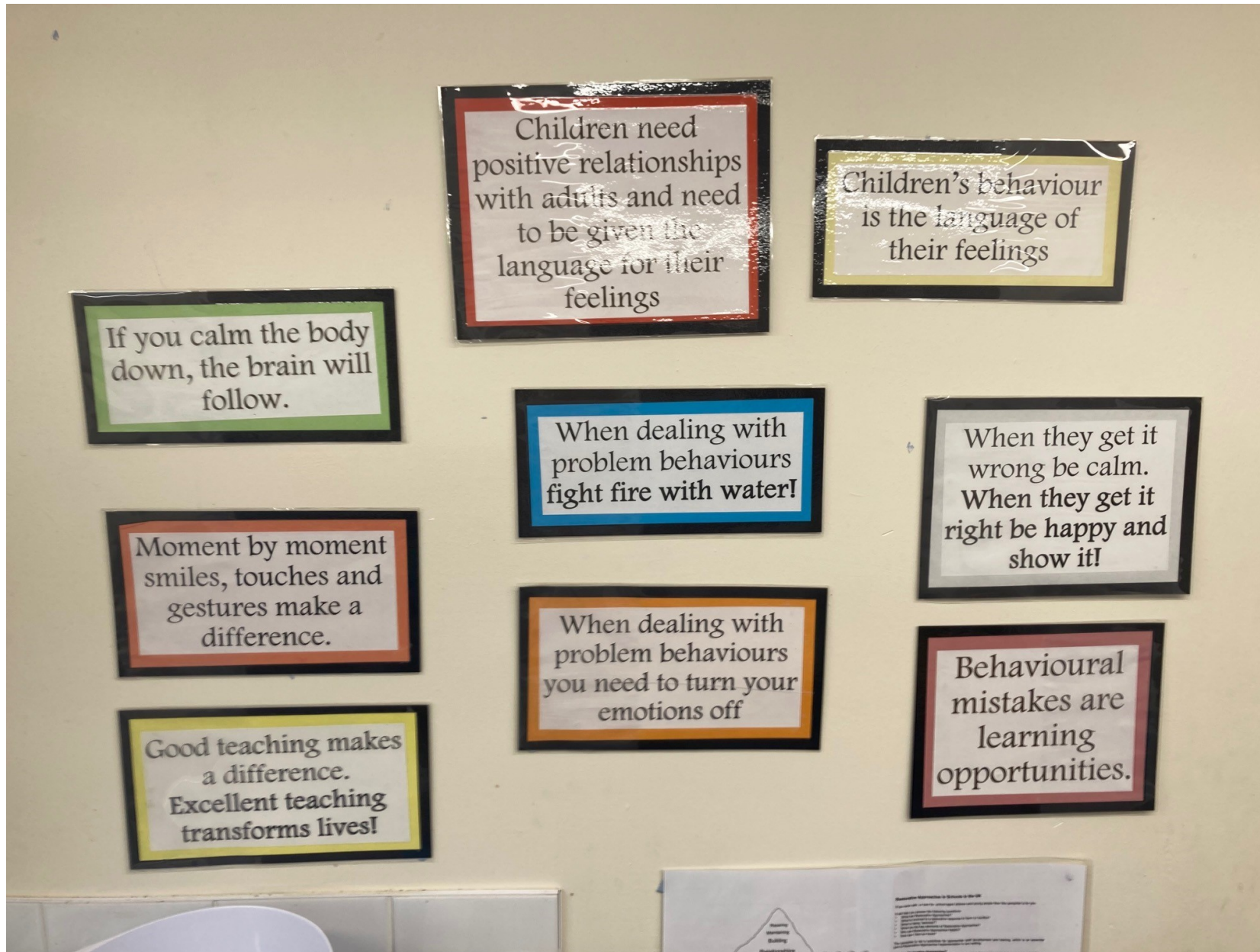
(Validating = let child know why they might be feeling like that and that this is okay)

Step 3

Set limits on behaviour (if needed).

Step 4

Problem-solve with the child.



If you calm the body down, the brain will follow.

Children need positive relationships with adults and need to be given the language for their feelings

Children's behaviour is the language of their feelings

When dealing with problem behaviours fight fire with water!

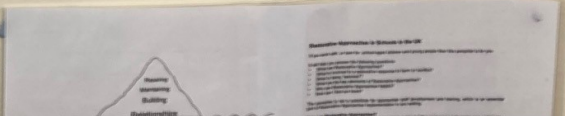
When they get it wrong be calm. When they get it right be happy and show it!

Moment by moment smiles, touches and gestures make a difference.

When dealing with problem behaviours you need to turn your emotions off

Behavioural mistakes are learning opportunities.

Good teaching makes a difference. Excellent teaching transforms lives!



WELCOME

"I'm so happy to see you again"

"I've really missed you"

"I can't wait to get to know you"

"Here's a job you can help me with"

REASSURE

"School is a safe place"

"Some things may look different, but let me tell you what has stayed the same"

"I'm ready to help when you need me"

HOLD IN MIND

"I remember how you really like..."

"When I saw that on TV, it made me think of you"

"I'll be back to check on you after..."

WONDER

"I've noticed how you..."

"I think you're telling me that..."

"I want to check that I've understood what's going on"

CONTAIN

"This is really hard for you"

"I know this is a big ask"

"It must be so frustrating when..."

"I get that you don't want to hear what I'm saying. It must feel so unfair"

REPAIR

"I still like you. That hasn't changed"

"I'm sorry I didn't realise what happened"

"Things went wrong but we got through it together"

"What can we do differently next time?"

MODEL

"I like how you're looking carefully and taking your time"

"You're staying calm and having another go"

"You asked for help just like we practised"

ENCOURAGE

"You're getting better and better at..."

"Now that we can do this, I wonder if we could try...?"

"This is tricky, but if we try it a few more times I know you will get it."

Language Matters:

**Words which
Connect, Soothe
and Nurture**

EdPsychInsight 