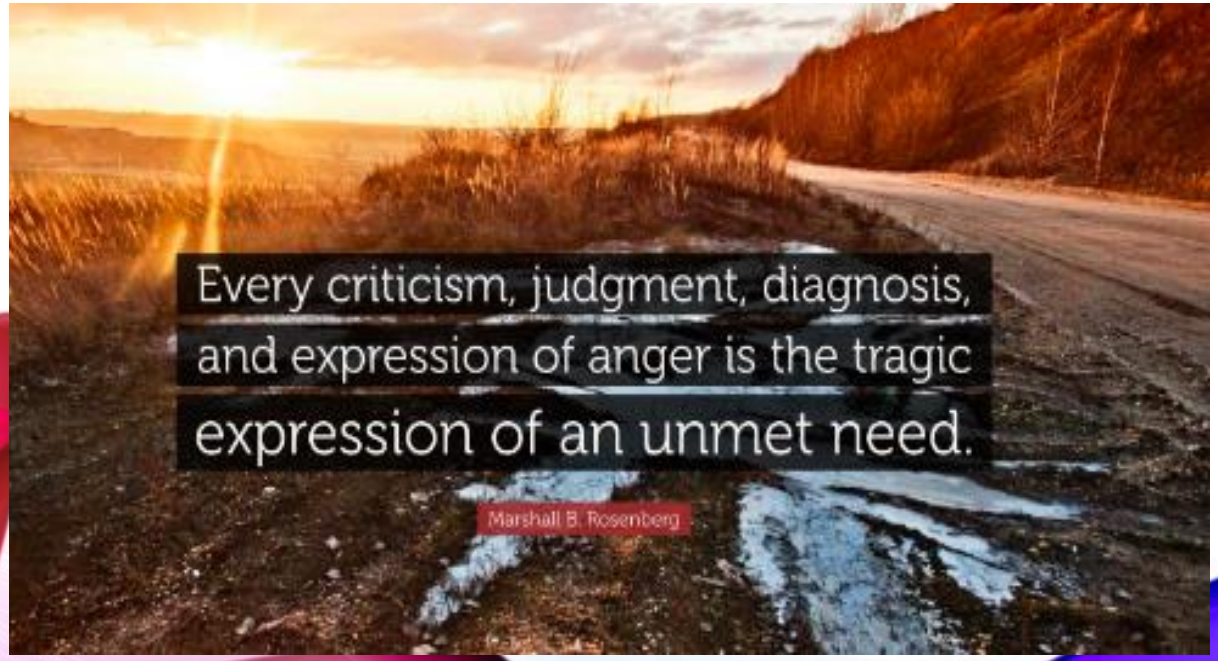
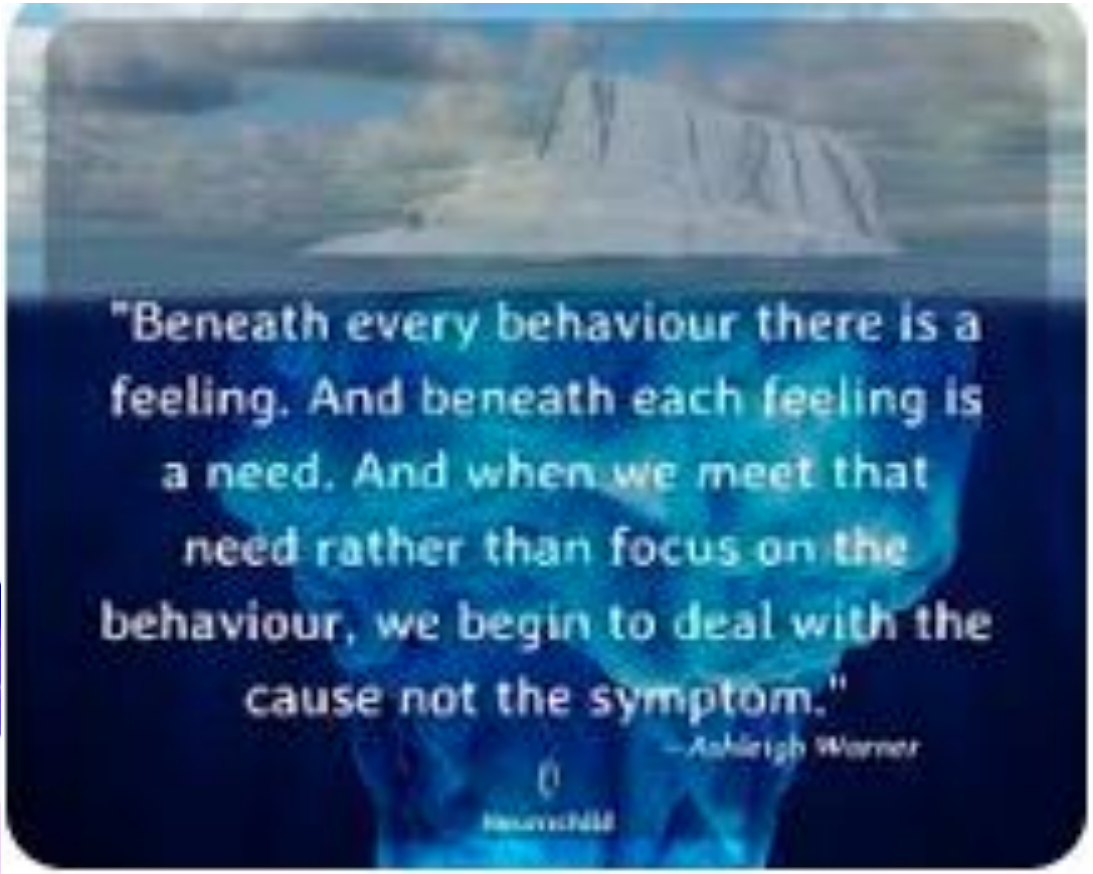
# EMOTION COACHING

Milborne Port Primary School



# SEND STATISTICS

- 14.6 % of pupils in schools in England have SEN (over 1.22 million pupils- increased year-on-year)
- 13% of pupils across all schools are on SEN Support
- 4.3% of pupils across all schools have an EHCP (Education Health and Care Plan)

- Our most common primary types of needs for SEN support – SEMH and ASD.

**We break the norm!**

**DfE Statistical Release– National Statistics**

**January 2022**

# WHAT IS SOCIAL, EMOTIONAL AND MENTAL HEALTH (SEMH)?

**Yours, the children and everyone around you!!**

Emotional and mental health is a state of wellbeing in which we:

- Feel good or ok about life most of the time and enjoy some things in life
- Feel able to cope with life most of the time
- Fulfil our potential and make a contribution
- 'Social' life is our family, friend's, home life, financial situation etc.

6 basic emotions we all feel – can you name them?

ACHIEVEMENT FOR ALL

# 6 basic emotions we all feel – can you name them?

Distress

Fear

Anger

Disgust

Surprise

Joy

# ***MENTAL HEALTH OR MENTAL DISTRESS?***

- 1 in 4 people in the United Kingdom (UK) will now be experiencing mental health problems every year.

- 1 in 6, in England, report experiencing a common mental health problem, such as anxiety and depression

- The Children's Society (2008) -10% of children have ***a clinically diagnosed*** mental health issue.

- 70% of these cases have not had intervention at a sufficient time. Most triggers occur in childhood/ adolescents.

# MENTAL HEALTH OR MENTAL DISTRESS?

- Turner (2018) -key priority on Ofsted's future agenda.

She believes that the consultation period for the new inspection framework, due to be released in September 2019, provides an important opportunity to support schools in promoting children's well-being and mental health.

- Links to the Disability & Equality Act of 2010.
- Since 2013 children's early mental health intervention funding has ***decreased by over £600 million***, and will continue to decrease by another £100 million by 2020.
- Miss diagnosis- ***WE CAN NOT diagnose***!
- The Ofsted framework requires Ofsted inspectors to routinely assess and report on pupils' mental health and wellbeing under the key judgement area of personal development.

- including resilience, confidence, independence and how to keep mentally healthy.

****MOST OF THIS IS COMPLETED IN UNIVERSAL PRACTICE***

# MENTAL HEALTH AND BEHAVIOURS IN SCHOOLS 2019- GOV.UK

- We play a central role: promoting wellbeing for ALL pupils.
- Education about relationships, sex and health can be important vehicles through which school can teach pupils.
- It should be a CONSISTENT approach across the whole school. E.G. behaviour policy, social norms, routines, with CMPs for individuals etc.

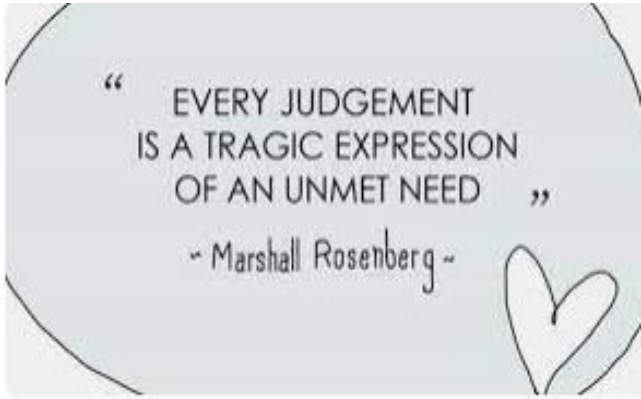
-Lunchtimes? -Fun Friday - Behaviour system: fit for all? Restorative practice?

- SEND and PP resources to support this.
- We ARE NOT mental health expects: you cannot diagnose!
- Early intervention.
- As set out in Chapter 6 of the statutory SEND 0-25 years Code of Practice 2015, schools need to be alert to how mental health problems can underpin behaviour issues in order to support pupils effectively, working with external support where needed. They also need to be aware of their duties under the Equality Act 2010, recognising that some mental health issues will meet the definition of disability.

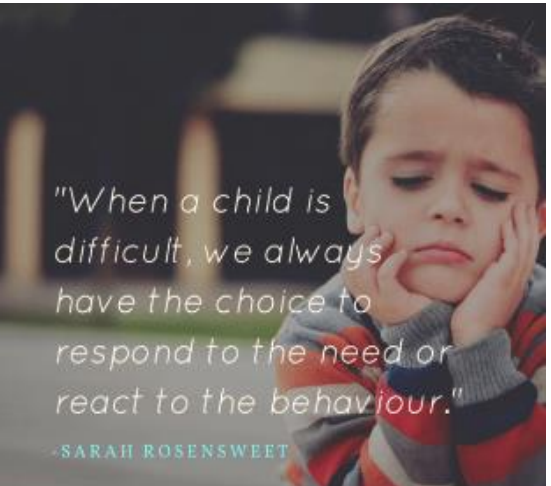
# CONTINUED

- When schools suspect a pupil has a mental health problem, they should use the graduated response process (assess – plan – do – review) to put support in place. There are a number of identification and measurement tools, such as the Strengths and Difficulties Questionnaire (SDQ) and Boxall Profile, which can support this process.
- Local services used for support.

# Behaviour is communication

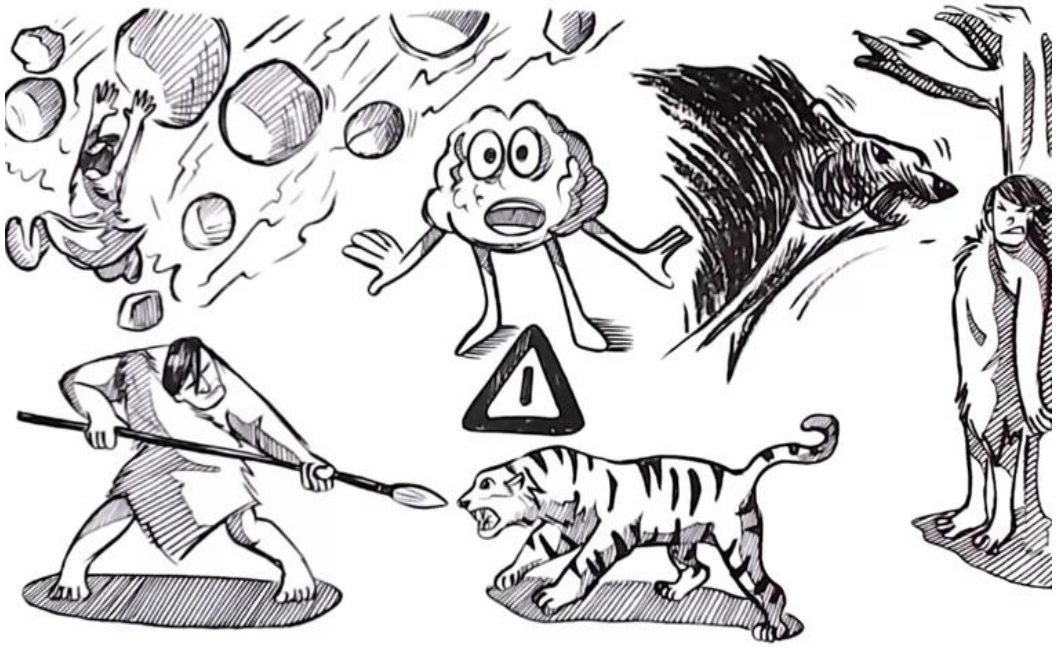



- ✓ All behaviour communicates something
- ✓ Learning to read behaviour allows you to understand what your child needs or needs to learn
- ✓ The younger the child, the harder for them to express what is going on internally- remember, some children have different emotional starting positions



# BASIC PSYCHOLOGY: THE WINDOW OF TOLERANCE

- Fight, flight, freeze and fawn: watch the clip

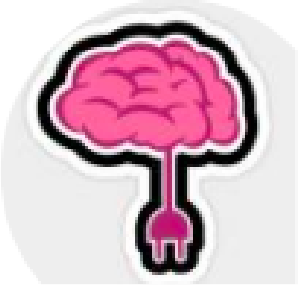


Are you feeling these emotions?

Are the children feeling these emotions?

Can you think of an example?

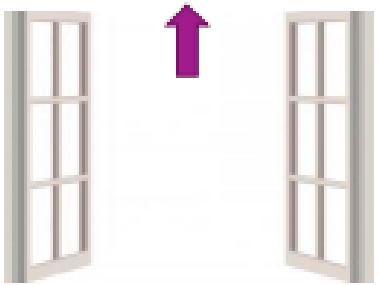
# When children feel pushed out of their window of tolerance



They may go to the upper level (**hyper arousal**) and go into **FIGHT** or **FLIGHT** mode. They have engaged in the survival brain.

- They may feel anxious, distressed, frightened, terrified or angry.
- This may show as aggression, anxiety, obsession or controlling behaviours.
- Their body changes……their heart rate increases, they get shaky and they might get body pains. Danger is perceived by the brain.
- At this point their thinking brain goes OFF LINE and literally becomes disconnected from the rest of their brain.

***They experience a neuro – chemical change, they swing into their brainstem and they feel distress.***



Some children will go into **hypo arousal** and **FREEZE** mode.

Or they may be pushed to the lower level (hypo-arousal)

**They may feel empty, dead inside, flat, shut down, disconnected, nothing.**

They may appear withdrawn, quiet, hard to reach, emotionless, inactive, unproductive and unable to learn, relate or engage.

**Their body changes….their heart rate decreases, and they get ready to feign death as a survival strategy.**

## Each child has unique triggers which can cause them to be pushed from their window.....

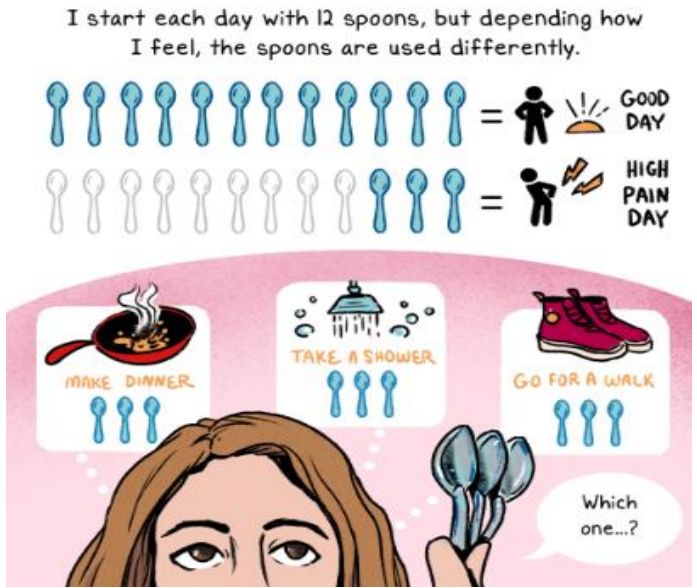
Somerset Council

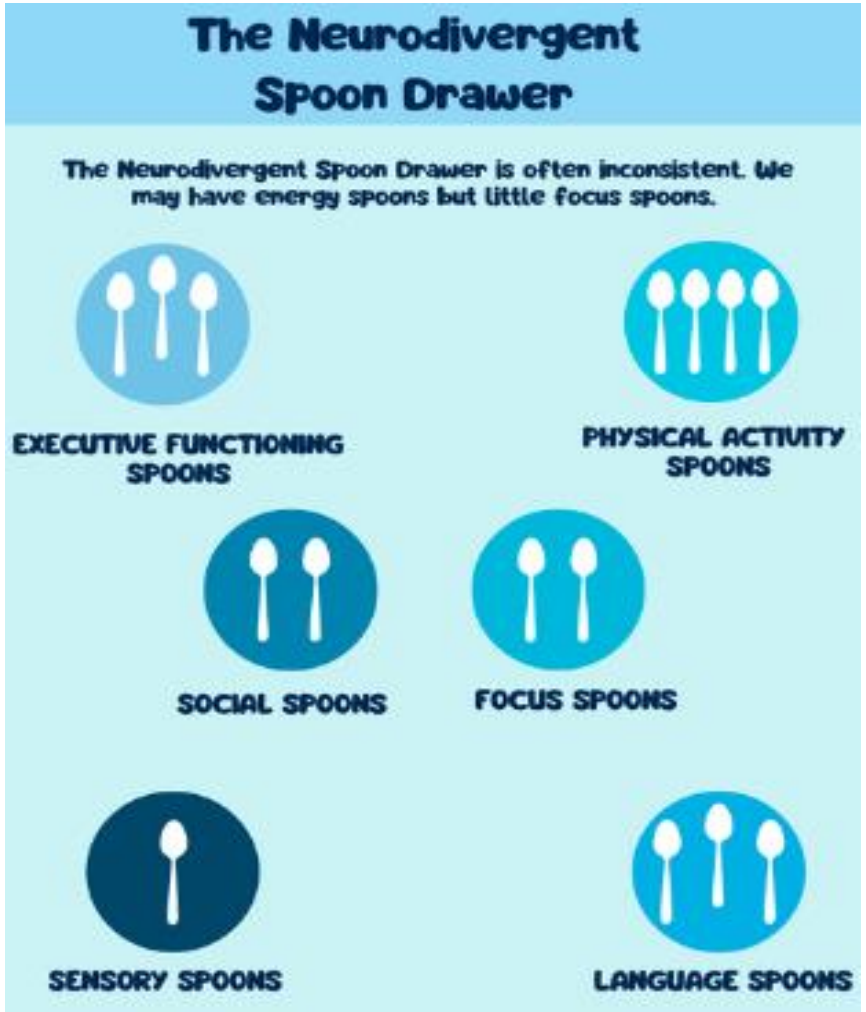
ACHIEVEMENT FOR ALL

- transition
- Group work
- Going home
- Change in routine
- Sports day
- Fear of failure
- tests

- Children who have experienced trauma and loss swing between **hyper** and **hypo** arousal with limited times within their window of tolerance.

- Their window of tolerance can be smaller. Other factors which can narrow the window are – trauma, sleep deprivation, poor nutrition, lack of exercise, physical pain/illness, underlying conditions.



# BOTTLING UP

# FRIED EGG – GROWTH MIND-SET

- A way to make our children feel safe.
- Metaphors help explain complicated solutions.

- When have you experienced these:

-yoke moment

-white moment

-crispy edge

*****Be warned: too much crispy edge, creates problems!**

# HOW DO THEY FEEL IN YOUR CLASS?

Laughter – 1 minute

- Singing https://www.youtube.com/watch?v=uAsV5-Hv-7U
- Dancing, be cool!  How did you feel?

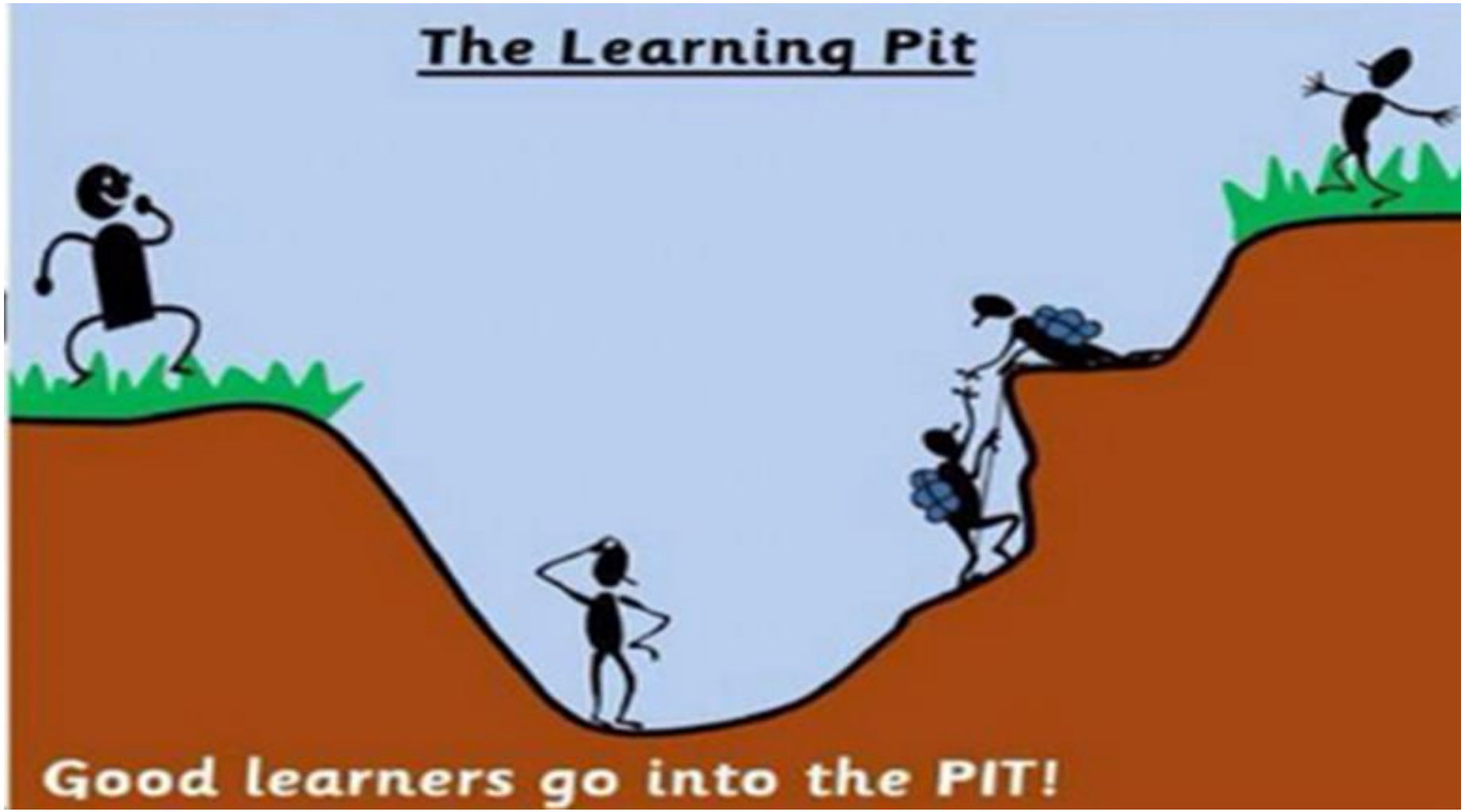
- How often do you make children feel this way?
- How often do you make children laugh? (Break the cycle- add to their spoons)
- Increase **the window of tolerance**

# THE LEARNING PIT

- Learning pit, but also the emotional pit.

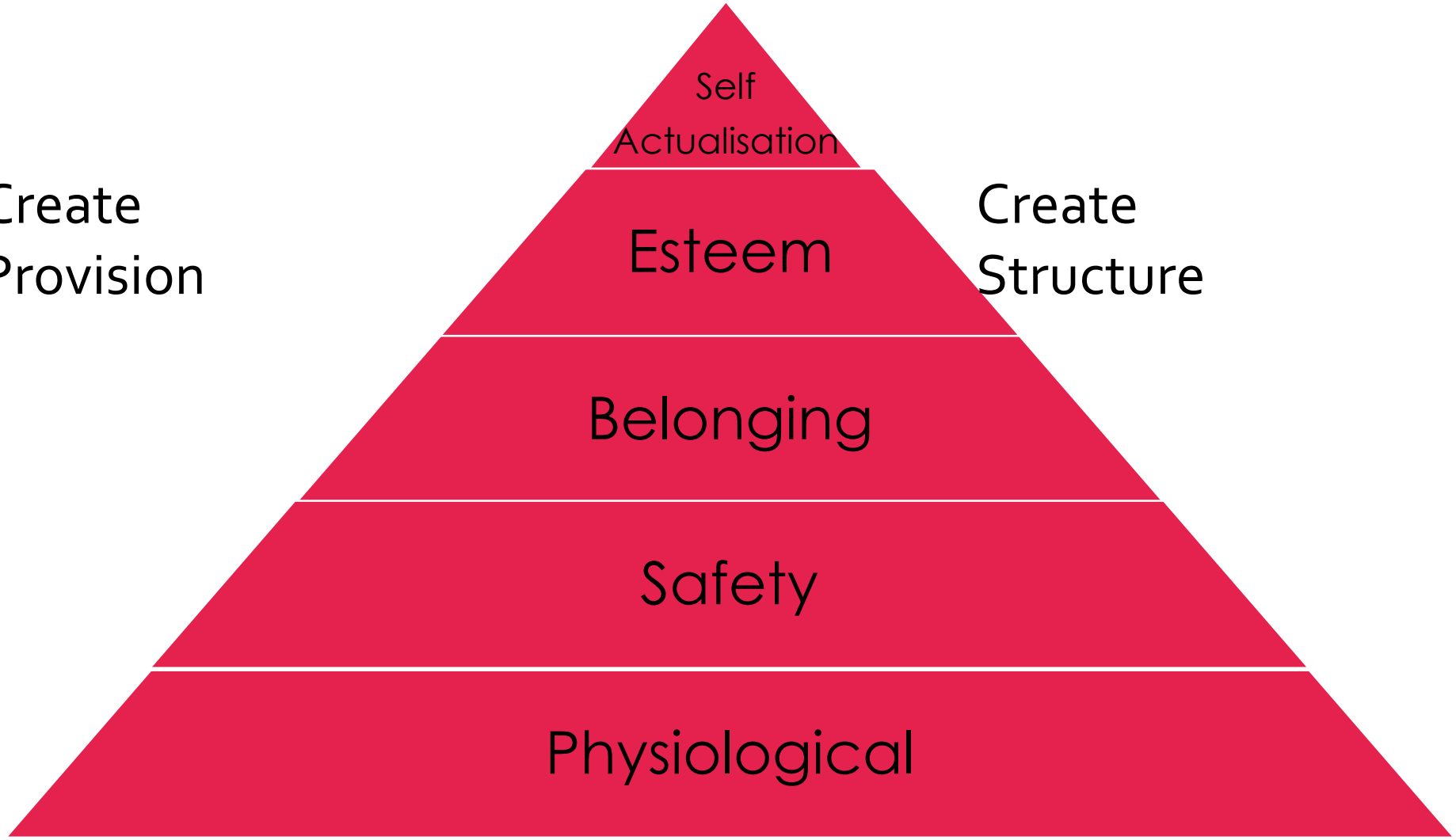
- You can only help the person in the pit, if you are above.

**How could you get them out otherwise?**



# Maslow's Hierarchy

Create Provision




Create Structure

# WORKING MEMORY & ADAPTIVE TEACHING

- Research completed by Ofsted for the new framework

-In order for children to retain knowledge they must practice for shorter periods of time repeatedly. They give the example of using the system of mixing practice E.G. / ABC-ABC-ABC.

- 'working memory' is widely used and linked closely to long-term memory

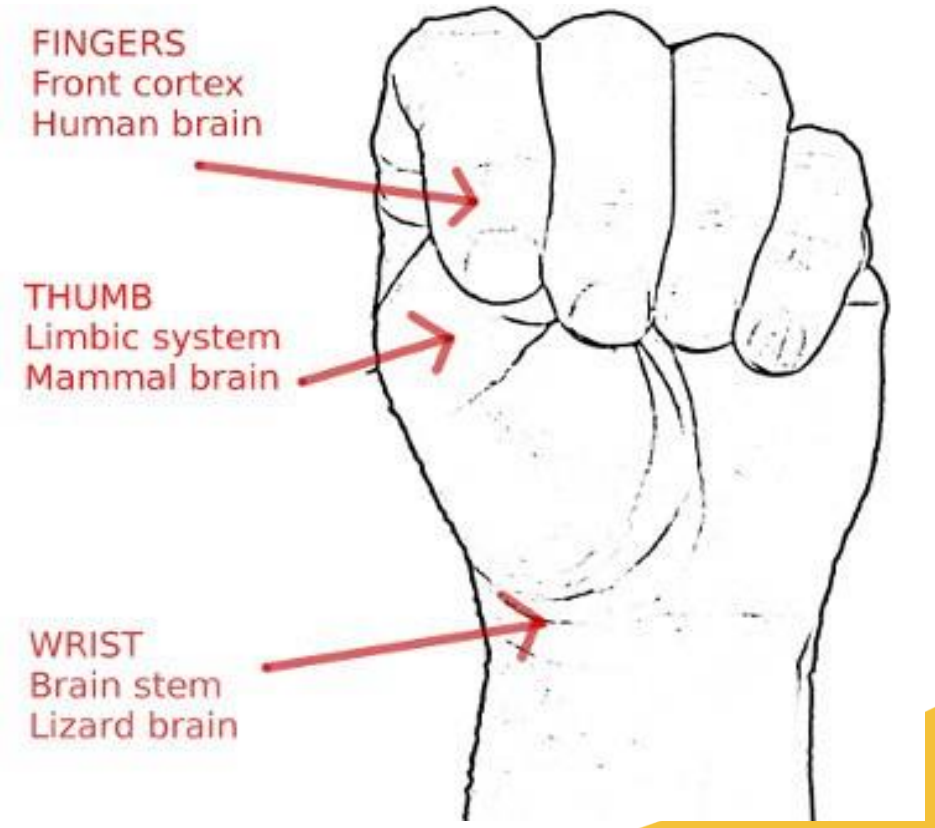
**Do your SEMH children get this? Why? Why not?**

# Brain development and behaviour

- The brain develops sequentially into 3 different areas: brain-stem, limbic brain and cortical brain.
- Watch the clip!

Each child has unique triggers which push them out of their “window of tolerance”. When this happens, their thinking brain gets disconnected from the rest of their brain.

Dan Siegel – “flipping the lid”

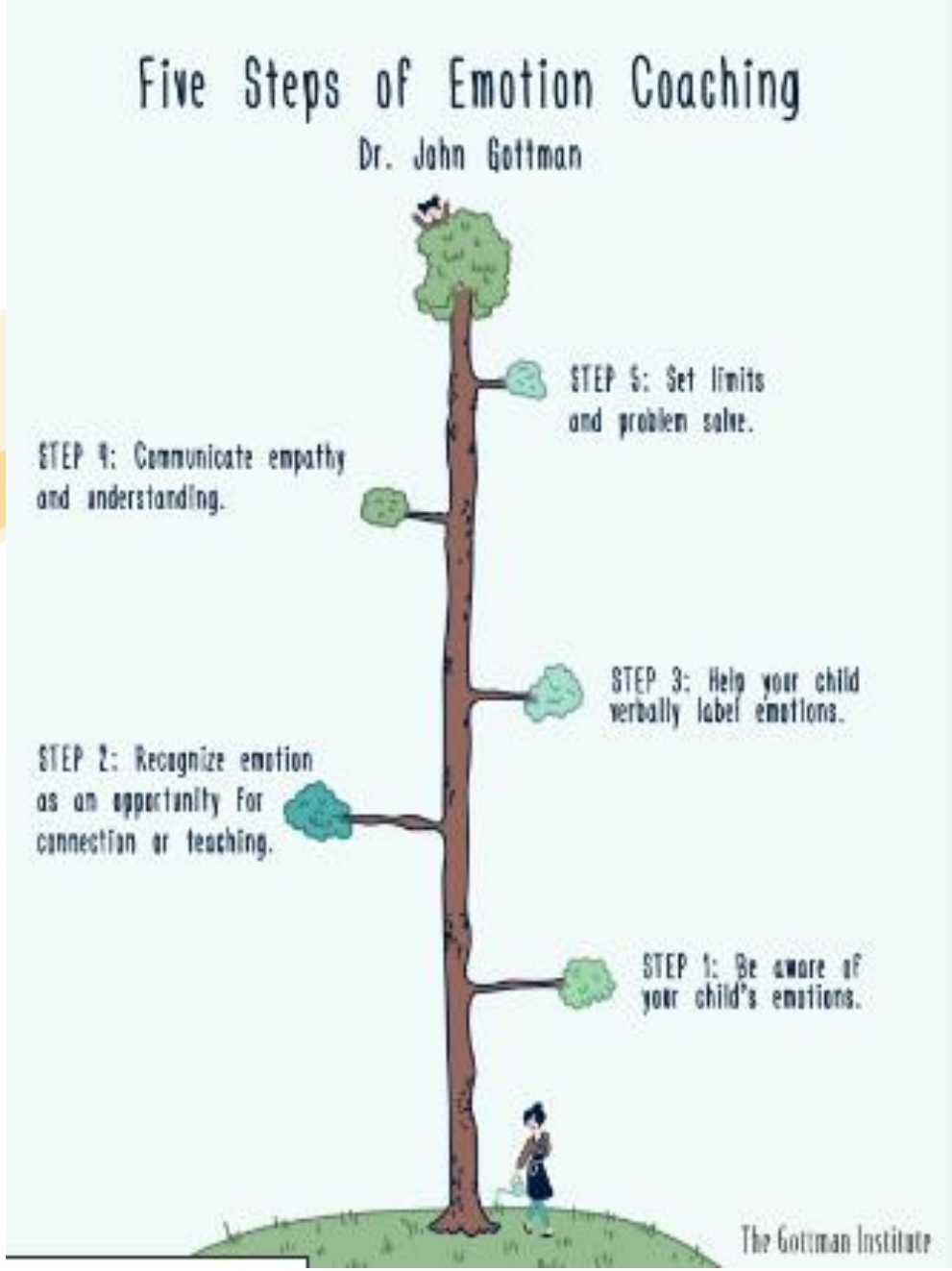


# Why is regulation needed?

- Cope better with stress
- Improve learning outcomes at school
- Become more independent
- Better relationships with others
- Develop self-discipline skills
- Ability to control impulses
- Staying focused on goals
- Adapting to changes in the environment

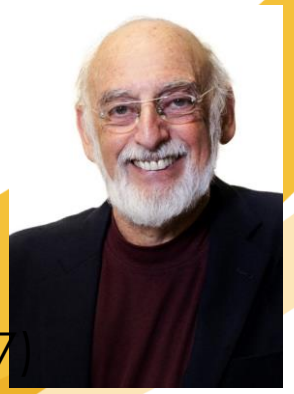
# CHILDREN AND YOUNG PEOPLE WITH SIGNIFICANT SEMH NEEDS

- Higher likelihood of serious injury or death through self harm
- Higher likelihood of exclusion from school
- Higher levels of youth offending
- Poorer academic outcomes




# What is emotional coaching?

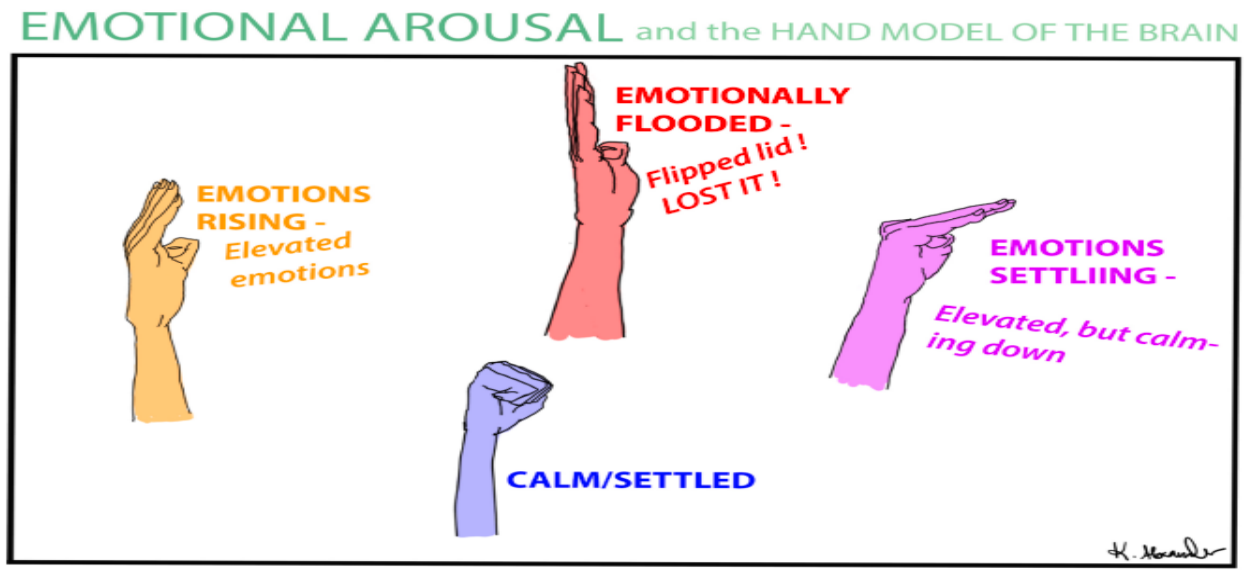
"Emotion Coaching is a way of helping people, children and adults, to understand the different emotions they experience, why they occur and how to handle them"



John Gottman (1977)

# Emotion coaching style

- ‘Tunes in’ to your child’s emotions
- Gives guidance on how to cope with the feelings and what to do
- Provides opportunities for learning and reflection
- Leads to internal, self-regulation



# How do we do emotion coaching?

# Emotion Coaching 4 steps

**C**onnect

- Tune in to your child's feelings and your own

**A**cknowledge

- Validate the feeling and label them. Name it, to tame it!

**L**imits (if necessary)

- Remind your child of acceptable/unacceptable behaviours

**M**ake a Plan

- Problem solving and finding solutions!

# Emotion coach when in a calm enough state to hear the language

1. **Connect**
2. **Acknowledge**
3. **Limits**
4. **Make a plan**

*"You've had to stop playing and I am wondering if that has made you feel angry - I can see you are clenching your fists and your face is red. I'd be angry too if I had to stop something I enjoy. It's ok to be angry, it's not ok to hit people. When I feel angry I find it helpful to count down from 10. Let's try it together now".*

# Step 1- Connect

# (pre-empt: don't wait for the explosion)

- Look for physical and verbal signs of the emotion being felt in your child e.g. fiddling with toys, scrunching up face…
- Tune in to your own emotion – press the "pause button"; stop and think
- Try to take on your child's perspective – "a moment in their shoes"

# Step 2 - Acknowledge

- **LABEL** - Use words to reflect back your child's emotion – this communicates that you understand how they are feeling

e.g. "I can see that you're feeling a bit frustrated…." or "I'm wondering whether….."

- **EMPATHISE** - Use words to empathise or validate your child's emotion – this communicates that it is OK to feel like that

e.g. "I would feel like that too if…." or "It's normal to feel like that…."

Allow them to calm down.

# Step 1 & 2: Examples….

- "I can see that Friday afternoons make you angry because you worry that you won't get your Fun Friday. I would feel like that as well…. It would make me anxious."

- "Oh dear… it seems you are angry because you have to stop playing. That must be really disappointing after all the fun you were having. It's ok to feel cross about that."

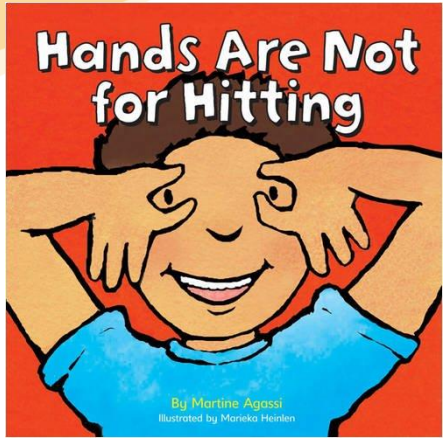
- "I can see you are crying. I wonder if you are feeling sad because you didn't have time to go on the bikes today. I'd be feeling like that too…"

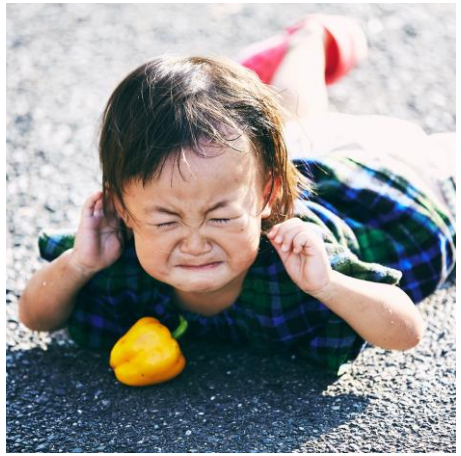
# Step 3 – Limits (if needed)

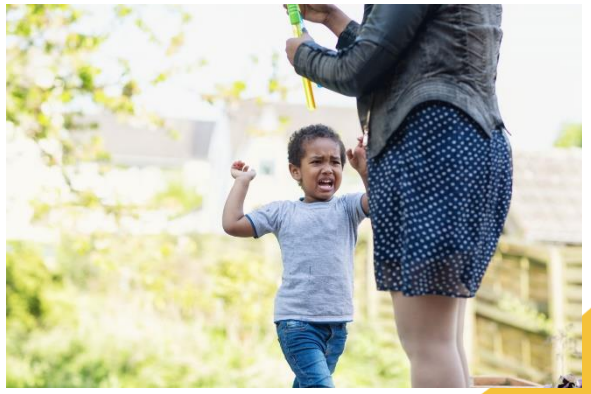
All emotions are OK

…BUT…

certain behaviours cannot be accepted.





'You are angry that playtime has finished, but these are the rules everyone has to follow. We are going to wash our hands now'

# Step 3: Examples….

- ‘I understand you’re feeling really sad today, remember we are kind in this family/ school’, so ‘we use kind hands when we are with our brother’.
- ‘We can’t behave like that even though you are feeling angry because it is not safe’

***Social stories are available to support this.

# Step 4: Make a Plan

- When the child is **calm** and **ready**, it may be appropriate to explore how they could manage those emotions next time they occur.

- There are 3 parts to this:

a) ***Exploring*** . What happened? How were you feeling when…?

b) ***Problem Solving***. Let's think of other ways that you could..?

c) ***Solutions***. Next time you feel like that – what will you do?/ what could we do?

# Let’s reflect together…

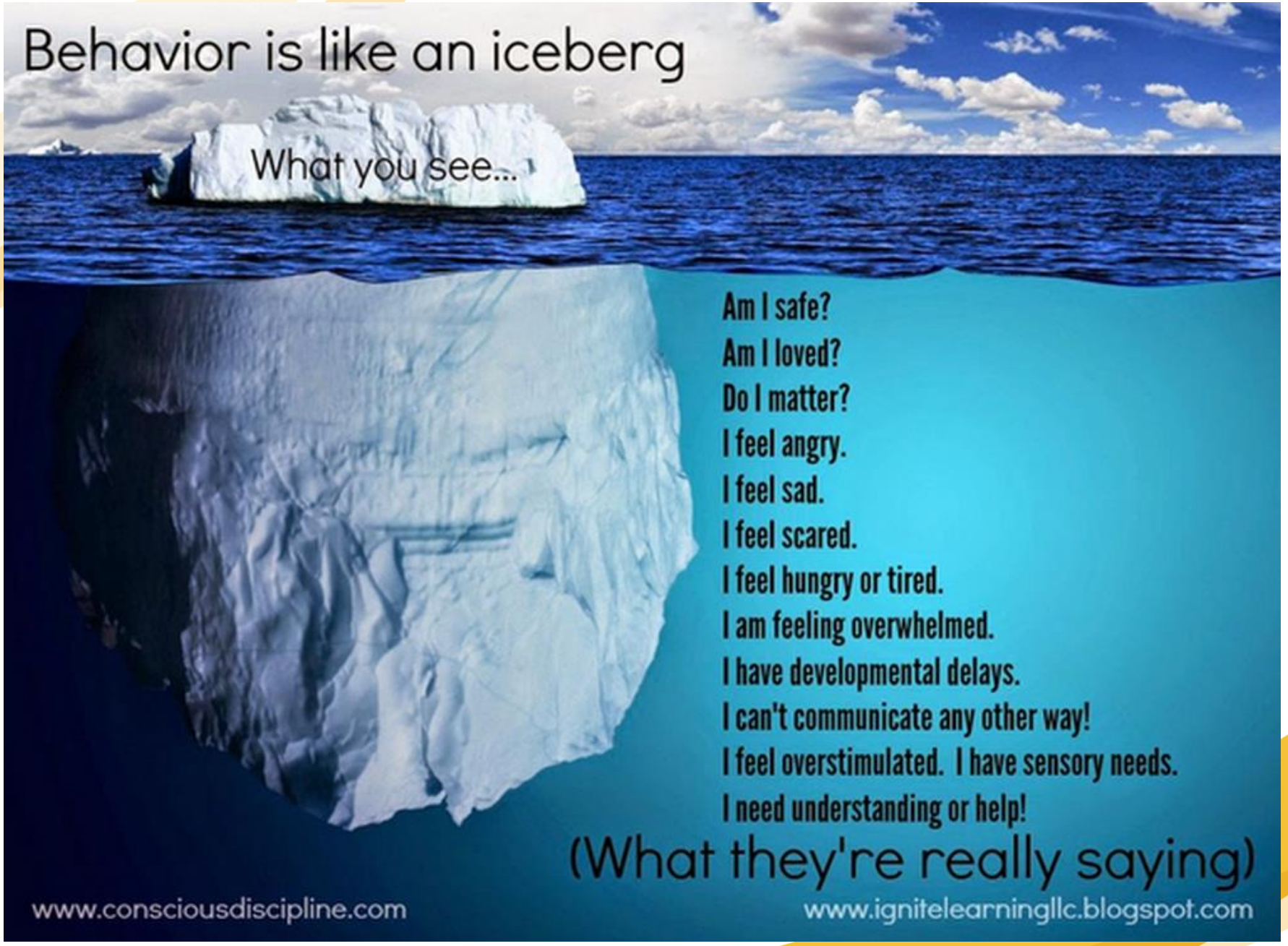
https://www.youtube.com/watch?v=kdhjztWMnVw

# Case study

Sophie, a 3-year-old, is in the supermarket with her mum, Claire. Claire and Sophie only have 20 minutes to grab some bits for dinner, before collecting Sophie's older brother.  The supermarket is a bit busier than usual, but Claire manages to get everything she needs without any problems. However, when they are in the queue to pay, Sophie walks away from Claire towards some big chocolate bunnies that she has seen. Claire calls her twice, but Sophie does not come back. It is Claire's turn to pay, so she calls Sophie once again, but realises that the lady behind her in the queue is looking at her impatiently. Claire decides to leave the queue to bring Sophie back, grabbing her by the arm without saying anything. Sophie starts crying and quickly grabs one chocolate bunny, but suddenly a couple of bunnies fall on the floor. At this point Claire tries to put things on the shelves while asking Sophie to stop crying. Sophie throws herself on the floor and the crying gets louder.

# Let’s be a behaviour detective….

- What do you think happened before Sophie behaved liked this?
- What do you think Sophie was thinking/feeling?
- What do you think Sophie was trying to tell us with her behaviour?


Behavior is like an iceberg
What you see...
Am I safe?
Am I loved?
Do I matter?
I feel angry.
I feel sad.
I feel scared.
I feel hungry or tired.
I am feeling overwhelmed.
I have developmental delays.
I can't communicate any other way!
I feel overstimulated. I have sensory needs.
I need understanding or help!
(What they're really saying)
www.consciousdiscipline.com
www.ignitelearningllc.blogspot.com

# Some ideas for your toolbox

- Do not wait for a crisis to do something. Intervene early! **Use calming activities:** walking, dancing, drumming, singing, and breathing exercises.
- Give control over little things (offering choices suggested by you).
- Give the emotions time to evolve within a safe physical space (remember, emotions will pass).
- Use distractions (e.g. give your child something to do) – *Remember*: distraction is useful **before** the strong emotion is experienced.
- Jokes can help, but NOT sarcasm!

# TRY THIS…

You could have a go with this.

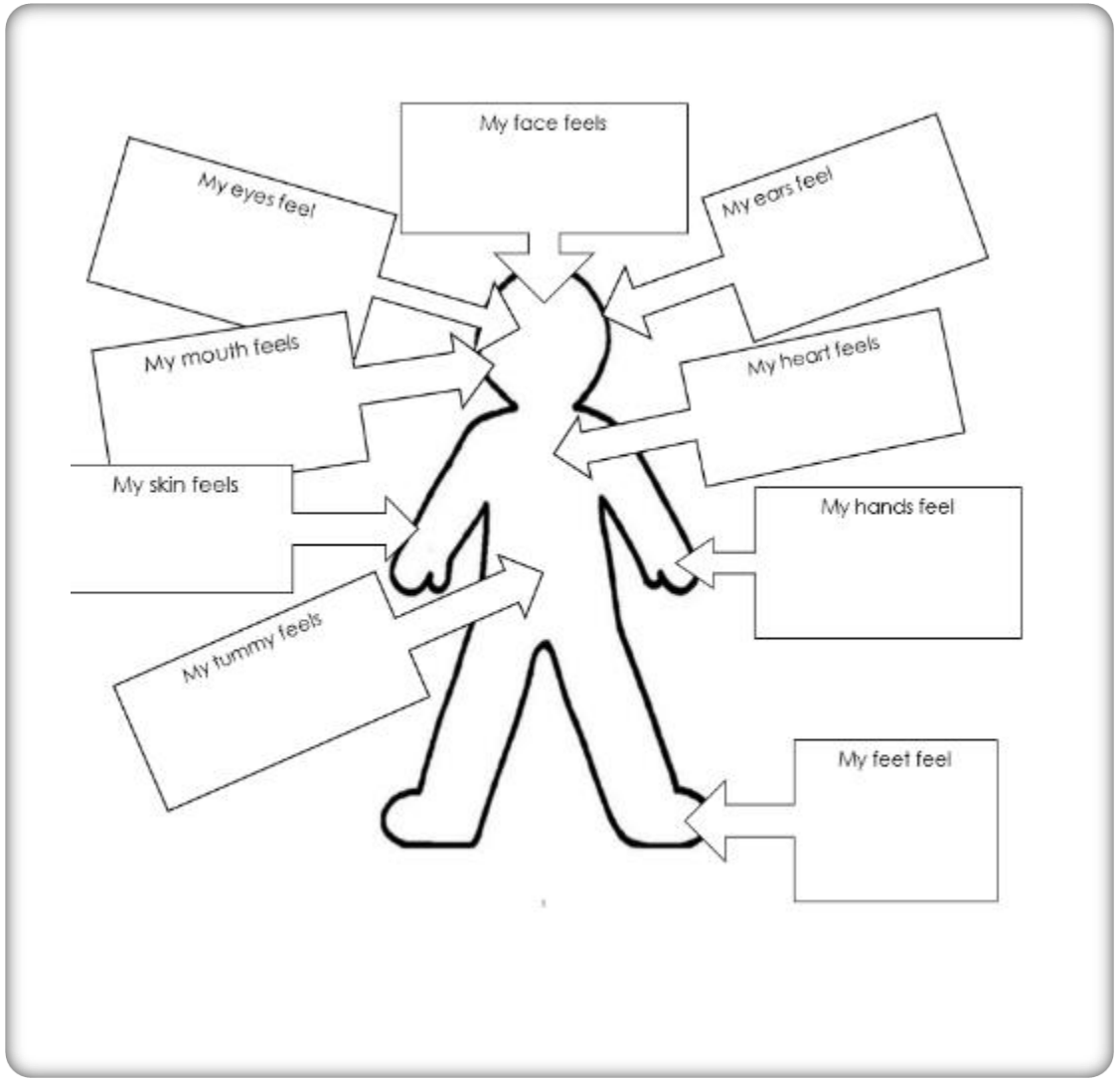
Choose an emotion and fill in the boxes with your child

When I feel angry…

My face feels… hot

My heart… beats fast

My hands… are sweaty



WE CAN'T ALWAYS CONTROL
how we feel
BUT WE CAN CONTROL
HOW WE RESPOND
TO OUR FEELINGS.

***Thank you!***