



Handouts

Emotion Coaching



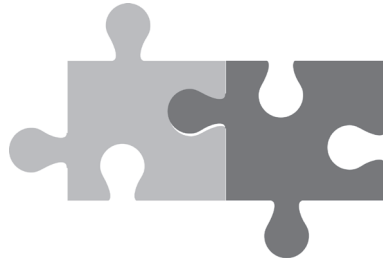
Copyright 1995, 2008, 2015, 2018 (revised)

by Carolyn Webster-Stratton, Ph.D.

*** ALL RIGHTS RESERVED ***



NOTE: These handouts may be photocopied for use in your Incredible Years® Teacher Workshops. The handouts are copyright protected and may not be altered or edited in any way (including translations) without permission from The Incredible Years® headquarters in Seattle, WA. Contact incredibleyears@incredibleyears.com for more information. These handouts are also available on our website, www.incredibleyears.com (in *Group Leader Resources* section).



Emotion Coaching with Toddlers and Preschoolers

Practice Activities

To Do:

- **USE** Emotion Coaching during child-directed play by modeling and describing children's emotions. Describe more positive emotions than negative. Share your own positive emotions with children.
- **ENGAGE** in pretend play using puppets and/or books to practice emotion language. Help children develop empathy by explaining the character's different feelings.
- **USE** visual feeling cards to teach children emotion vocabulary.
- **TEACH** children some emotional regulation strategies (e.g., breathing, counting, using Calm Down Thermometer poster, positive visualization, etc.) by modeling with puppets or discussing with books.

To Read:

Chapter Four & Eleven from *Incredible Teachers* book.



Key Points

Emotion Coaching



Toddler and Preschoolers

- Try to understand what the child is feeling and wanting.
- Describe the child's feelings (don't ask him what he is feeling because s/he is unlikely to have the words to tell you); build emotion vocabulary by naming child's feelings.
- Label more of children's positive feelings than uncomfortable feelings.
- Model your own positive feelings and calm down strategies.
- Provide physical cuddling when child is frightened, sad or hurt. Stay calm yourself to provide extra reassurance.
- Model the emotion words for the child to use to express his or her uncomfortable feelings.
- When naming uncomfortable feelings such as frustration or anger, point out and praise the coping strategy the child is using such as staying calm, trying again.
- Promote identification of feelings through use of pictures, games and books.
- Use puppets and make-believe play to model emotion language and show how emotions can change and prompt empathic response.

Preschoolers

- Model self-regulation strategies by taking deep breaths, using positive self-talk, using anger thermometer and using Tiny Turtle's calm down steps.
- Help children learn ways to self-regulate such as by using special stuffed animal or blanket, taking deep breaths, waiting and thinking of happy place.
- Praise children's self-regulation skills such as staying calm, patient, and trying again when frustrated, or waiting a turn and using words to ask.
- Prompt children to take deep breaths, count down or use self talk such as "I can do it, I can calm down."
- Help children understand how other children feel by pointing out facial expressions, voice tone, or words.
- When children use a social skill such as sharing or trading, help them see the connection of their behaviors to the other child's feeling of happiness or excitement.
- Encourage parents to use Emotion Coaching and puppets to enhance emotion coaching at home.

Brainstorm/Buzz
Promoting Children's Self-Regulation



Think about ways you could promote children's learning of self-regulation skills. Write down your plan.



Goal:

Brainstorm/Buzz

Emotional Literacy



Write out all the emotion words you want to encourage with children. Try to have three positive or calming emotion words for every uncomfortable feeling. Combine a coping thought with a negative feeling.



Goal:

Facilitating Children's Social Learning: Teachers as "Emotion Coaches"

Describing children's feelings is a powerful way to strengthen a child's emotional literacy. Once children have emotion language, they will be able to better regulate their own emotions because they can tell you how they feel. The following is a list of emotions that can be commented upon when playing with a child. Use this checklist to practice describing a child's emotions.

<i>Feelings/Emotional Literacy</i>	<i>Examples</i>
<input type="checkbox"/> happy <input type="checkbox"/> frustrated <input type="checkbox"/> calm <input type="checkbox"/> proud <input type="checkbox"/> excited <input type="checkbox"/> pleased <input type="checkbox"/> sad <input type="checkbox"/> helpful <input type="checkbox"/> worried <input type="checkbox"/> confident <input type="checkbox"/> patient <input type="checkbox"/> having fun <input type="checkbox"/> jealous <input type="checkbox"/> forgiving <input type="checkbox"/> caring <input type="checkbox"/> proud <input type="checkbox"/> curious <input type="checkbox"/> angry <input type="checkbox"/> mad <input type="checkbox"/> interested <input type="checkbox"/> embarrassed	<ul style="list-style-type: none"> • "That is frustrating, and you are staying calm and trying to do that again." • "You look proud of that drawing." • "You seem confident when reading that story." • "You are so patient. Even though it fell down twice, you just keep trying to see how you can make it taller. You must feel pleased with yourself for being so patient." • "You look like you are having fun playing with your friend, and he looks like he enjoys doing this with you." • "You are so curious. You are trying out every way you think that can go together." • "You are forgiving of your friend because you know it was a mistake."

Modeling Feeling Talk and Sharing Feelings

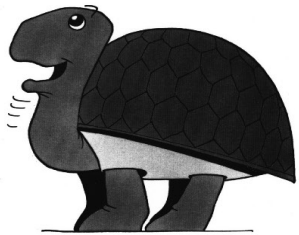
- "I am proud of you for solving that problem."
- "I am really having fun playing with you."
- "I was nervous it would fall down, but you were careful and patient, and your plan worked."
- "Your friend is so happy that you shared with him."

Calm Down Thermometer

I can do it. I can calm down.



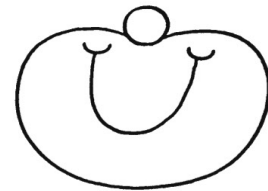
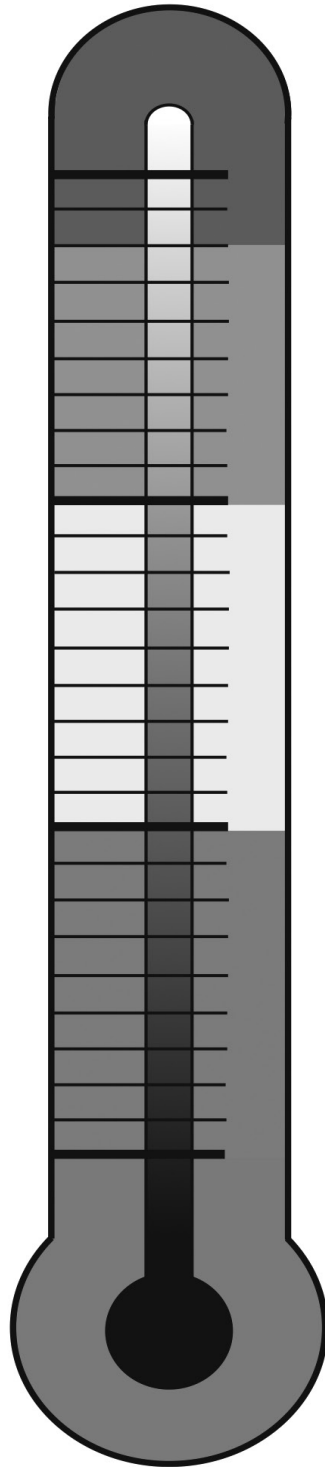
Think "Stop"



Take 3 deep breaths



Stay cool



Sample Circle Time Lesson Script: Calm Down Thermometer

Teacher: Wally has a problem he wants to share with you today. Wally, can you let us know what happened?

Wally: Well, someone knocked down my block tower when I was building and I was soooooooooo mad.

Teacher: Kids, how do you feel when that happens to you?

Child: Mad. That happened to me I was mad!

Teacher: That is so frustrating. You felt just like Wally did. I think Wally has a trick to share that can help you feel better. Wally, what did you do to stop your anger?

Wally: I have a special trick and it helps me to calm down. I take three deep breaths and then try to change my mad feelings. My mom showed me this thermometer that helps me remember how to do it. (Puppet models three deep breaths and how to say "I can calm down.")

Teacher: Thanks Wally. Now lets take those breaths with Wally as he does it. (Lead children in taking deep breaths and saying "I can do it, I can calm down") Take a look at this thermometer, what do you notice?

(Children will answer with varied ideas, the colors, the pictures on it. Use this brainstorm to validate their ideas and teach them why thermometer looks how it does and how they can use it.)

Wally: Yeah it has lots of different colors on it. When I am mad I feel red hot! That's when I am mad or frustrated. At the bottom the thermometer is blue. It reminds me of cool water.

Teacher: And as you move down the thermometer, you can change your feelings back into happy ones trying Wally's trick. Okay, let's try it. Pretend your ice cream just fell off your cone and now you can't eat it. Show me on your faces how you might feel?

I see lots of angry faces. Your mouths are tight, you don't have any smiles at all.

Teacher: Francis, will you come up and show me where the arrow is on the thermometer when you feel mad. Like if your ice cream fell on the ground? Yes! Right at the top, mad and frustrated! Class, let's take three deep breaths and see if we can change our feelings just like Wally did in the block area.

(Encourage children to take three deep breaths along with you.)

Teacher: Oh – I see some calm faces. How are you feeling now?

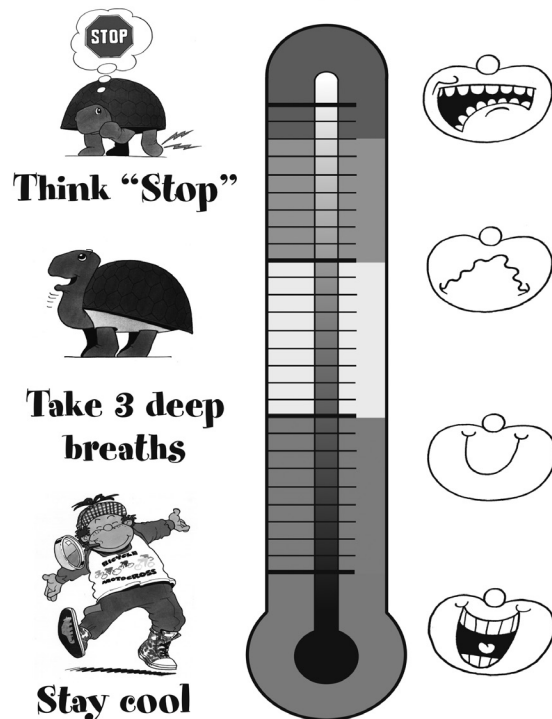
Child: Happy. Can I move the arrow?

Teacher: Sure!

(Continue practicing with new scenarios allowing kids to move arrow and then move to small group practice.)

Calm Down Thermometer

I can do it. I can calm down.



© The Incredible Years, 2006



ANGRY





BRAVE



CURIOUS



EMBARRASSED



EXCITED



FRUSTRATED



HAPPY



JEALOUS



LOVE



MEAN



NERVOUS



PROUD



SAD



SCARED



SHY



SURPRISED



TIRED



BEHAVIOR PLAN RECORD SHEET

Emotion Coaching



Date: _____

<p>Child behaviors I want to see less of:</p> <p><i>Examples: Joshua has angry outbursts, is easily frustrated, impatient, often sad.</i></p> <p>Target Child (nature of problem):</p>	<p>Positive Opposite Emotion Behavior I want to see more of:</p> <p><i>Example: Learning to take deep breaths, count, or use the thermometer or feeling picture to express feelings. Recognizing when he is calm, happy and patient.</i></p> <p>Developmentally Appropriate Emotion Goal for Child:</p>	<p>Emotion Coaching Scripts:</p> <p><i>Example: "I see you are frustrated but you are staying calm." Or, "Your friend is happy you shared the truck." Or, "You took deep breaths to calm down, that is so strong. I am proud of you."</i></p> <p>Emotion Coaching Strategies (your examples):</p>
---	--	--

Teacher-to-Parent Communication Letter



Compliment Time

At child care or preschool the children are learning about how to give compliments or praise to their friends. This is important to learn because it will help your child make good friends.

MODELING: You can help support your child's learning by modeling giving compliments yourself. For example, you might say, *"I am going to give you a compliment about what a good job you did listening when I asked you to put away your coat!"*

PRAISE: You can also teach your child how to compliment by praising your child when he or she says kind things. For example, *"Seth you just gave your friend a compliment when you told him you liked how he built his castle. And your friend looks really pleased by that."* For a toddler: *"You shared and that is friendly. Your friend is happy."*

You might even have a daily compliment time at meal time or bedtime when family members take turns giving compliments to each other.

Record on the *Parent-to-Teacher Communication Form* what you observe in your child, and please send the form back to school. Your child will get special stickers for giving a compliment at home!



Incredible Children!

**The
Incredible
Years**

Parent-to-Teacher Communication Letter



Compliment Time

Child's Name: _____

Record on this form what you observe in your child, and please send the form back to your child care setting or preschool. Your child will get special stickers for giving a compliment at home!

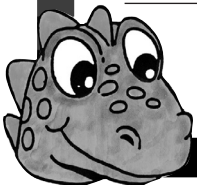
Child: Gives a compliment (says nice things) to an adult or friend.

Family: Give examples of three compliments you give to your child!

1. _____

2. _____

3. _____



Incredible Children!

**The
Incredible
Years**



*The Incredible Years®
Teacher and Child Care Provider
Self-Reflection Inventory*

Emotion Coaching & self-Regulation

Date: _____ Name: _____

Teachers learn extensively from self-reflection regarding their classroom management and the teaching strategies they are using that are working or not working. From these reflections teachers determine personal goals for making changes in their approaches to bring about the most positive learning climate they can. Use this Inventory to think about your strengths and limitations and determine your goals.

1 – Never 3 – Occasionally 5 - Consistently

<i>Social Coaching</i>	
1. I use emotion coaching language with all the children when I interact with them.	1 2 3 4 5
2. When I coach a child's uncomfortable emotions (e.g., anger, frustration, fears) I qualify the negative emotion with recognition of the positive coping or calming behavior the child is using (e.g., continues to try, keeps hands to self, works hard).	1 2 3 4 5
3. I give more attention to and name more positive emotions in children than uncomfortable emotions.	1 2 3 4 5
4. I model my own positive emotions for how I feel during the day, including how I calm down when frustrated.	1 2 3 4 5
5. I provide physical affection to help children calm down and self-regulate.	1 2 3 4 5
6. I teach preschool children self-regulation techniques such as breathing, counting, positive visualization methods and positive self-talk.	1 2 3 4 5
7. I teach preschool children the calm down thermometer and help them practice this when they are angry, sad, fearful or lonely.	1 2 3 4 5
8. I use puppets with children to model emotion language, help children understand the perspective of another and to set up practices of emotion sharing.	1 2 3 4 5
9. I teach children Tiny Turtle's anger management steps.	1 2 3 4 5

10. I read books to children in interactive ways to promote modeling and sharing of different feelings.	1 2 3 4 5
11. For children with developmental or language delays I use visual pictures to enhance their ability to tell someone how they are feeling.	1 2 3 4 5
12. I use visual feeling prompts to encourage communication of different feelings.	1 2 3 4 5
13. I identify “positive opposite” emotions to the negative emotions to pay attention to (e.g., for angry child I focus on times when s/he is calm, patient).	1 2 3 4 5
14. I praise children for sharing their feelings with other children or with me.	1 2 3 4 5
15. I work with parents so they know how to use emotion coaching at home with their children to enhance their emotional vocabulary.	1 2 3 4 5
16. I work with parents to teach them how to use emotional self-regulation strategies at home with their children. (E.g., breathing, counting, use of Calm Down Thermometer.)	1 2 3 4 5

