

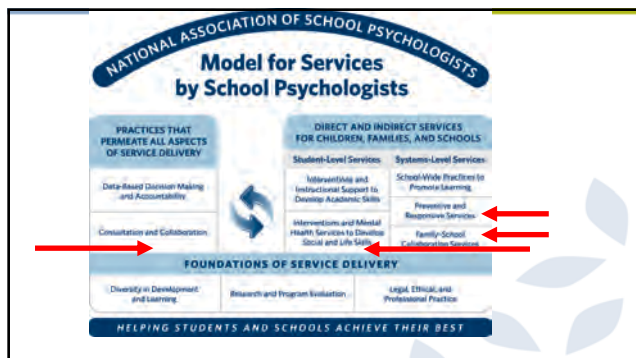
Building Relationships and Resilience: Emotion Coaching as an Efficient and Effective Social and Emotional Learning Strategy

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Licensed Psychologist, Nationally Certified School Psychologist
Ohio School Psychologists Fall Conference
November 8, 2019

Objectives

- What Is Emotion Coaching?
- What does it look like?
- How do I engage in this process?
- Wait, I have feelings in this process too?!

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Acknowledgements and Resources

Ohio School Psychologists Association

Resources

Disclosure

- Co-author of *Merrell's Strong Kids* and *Merrell's Strong Teens*, 1st and 2nd edition (Paul H. Brookes Publishing;
 - Royalties to *Kenneth W. Merrell Legacy Scholarship, University of Oregon*)
- Co-author of *Social and Emotional Learning in the Schools* (Guilford Press)
- No financial support for this presentation from Paul H. Brookes Publishing or Guilford Press

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Our Schedule and Format

- Lecture, Reflection, Pair share, videos, movement breaks, mindful moments
- Please feel free to move as you need to!
- Managing our personal assistants (AKA technology)

Anger Embarrassed Worry Comfortable Content
 Sadness Irritation Frustration Jealous Rejected
 Happy Joy Calm Crabby Safe Relaxed Grateful
 Disgusted Confident Gloomy CONCERNED Insecure
 Cheerful Surprised Confused Bored Furious
 Annoyed DISAPPOINTED Love Hurt Inadequate
 Fear Hopeless Impatient Giddy Hopeful
 Content Depressed Guilty Appreciated APATHETIC

Emotions

Emotions = Information

Tell us something about our environment, experience, needs

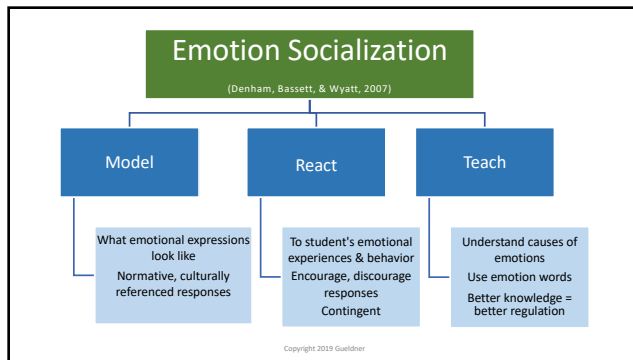
Prepares us to respond, adapt, seek assistance

We experience more than one emotion at a time

(Shariff & Tracy, 2011)

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The Influence of Gender

Parents social boys and girls differently within cultural norms of masculinity and femininity

Men

- Displays of sadness, worry are viewed more negatively
- Anger and more externalizing emotions (aggression) are viewed as more acceptable

Women

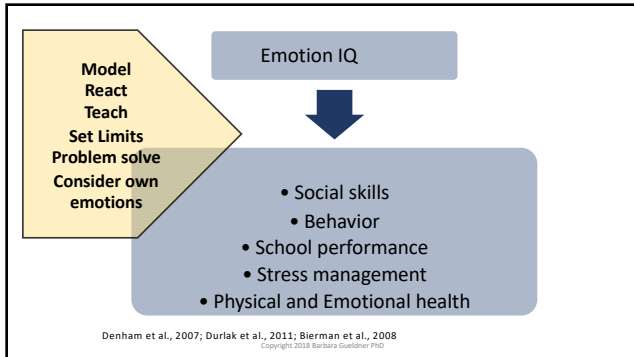
- Displays of anger, aggression are more negative
- Sadness and fear discussion are emphasized more

The Importance of Fathers (Gottman video summary)

- Dads play with kids differently than moms do
- Dads are preferred playmates for 2.5 y.o., 3:1
- Dad's are critical to emotional development b/c:
 - 1) Kids emotions are up and down more through very active play--- kids get more practice regulating
 - 2) Dads encourage independence more often
- Moms **can learn how to play** with kids in a similar manner

- *There is no toy that is more interesting to your child than you.*
- *Dads are providing something naturally that is different than moms.*

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Emotion Coaching

- A way for adults to **respond** to children's emotions and behavior
- Process emotions, respond to problems within a **dyad**
- Focus on **relationships** via empathy and attunement
- Should be used **in conjunction with** principles of effective behavior management practices, problem-solving

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Emotion Coaching in 5 Steps (Gottman, 1996)

1. Be **aware** of emotions
2. Recognize emotions as **an opportunity to connect** and teach
3. **Label** emotions verbally
4. Communicate **empathy and understanding**
5. **Set limits**, help problem solve

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- Video example

Emotion Coaching: A Closer Look

- Meta-emotion Philosophy: How you feel and think about emotions in yourself **and** child/student (Gottman et al., 1997; Lagace-Sequin, 2006)
- Use this information/awareness to engage in emotion socialization behaviors
- *Awareness, acceptance, and coaching of emotions were identified as component processes central to PMEP* (Katz, Milliken, & Stettler, 2012, p. 418)

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4 Parenting Styles with Emotions (Gottman et al., 1997)

Dismissing

Emotions aren't important, ignore emotions, disengages, uncomfortable, let's get past it, might get out-of-control, downplay, may punish child for feeling anger

Disapproving

Judges, criticizes emotional expression, emphasize conformity, punishes expression, need to control "negative" emotions, emotions make one weak, emotions manipulate

Laissez-faire

Accepts all emotions, no teaching about emotions, no problem solving, no limits

Emotion Coaching

Value emotions, tunes in to them, listens, empathizes, doesn't fix or say how to feel, sets limits and **problem solves**

Results of Parenting Styles

(see Gottman et al., 2016; Katz, Maliken, & Stettler, 2012)

| Type | Result |
|------------------|---|
| Dismissing | Learn that feelings are wrong, not valid. Think something is wrong with you. <u>Problems regulating.</u> |
| Disapproving | Same as above <u>Problems regulating</u> |
| Laissez-faire | <u>Problems regulating</u> emotions, attention, social relationships. |
| Emotion Coaching | Trust feelings, better: <u>emotion regulation</u> problems-solving, behavior, self-esteem, social skills, physical health, achievement. |

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Adult-Child Relationship, Attachment

- Children engage in behaviors that signal needing to feel safe (attach) or to explore (using a secure attachment base)
- Adults respond, children learn to trust and in the responses and believe they will be available
- Relationships (experiences) and the brain interact to shape structure (Interpersonal neurobiology, Siegel, 2012; Immordino-Yang, Darling-Hammond, & Krone, 2018)
- Relationships, social interactions shape development, health
- Toxic stress = "strong, frequent, and/or prolonged adversity...without adequate adult support." (<https://developingchild.harvard.edu>)
- Attach through attunement—"feel felt"
- *Learning requires healthy, helpful social interactions*



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Responsive Caregiving = Better Emotional Development

- Caregiver's responsiveness is valuable (Ainsworth, 1979)
- Temperament also a variable (Kagan et al., 1989)
 - Children who respond more intensely pose more challenges to parents (Chen et al., 2012)
- **Emotion Coaching supports relationships by using prosocial behavior (parents') to teach children regulation** (Gus et al., 2015)

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Pair Share

Rethinking Behavior Management, Targeting Emotional Competence

Behavior alone is a clue to the riddle, not the answer. (Brackett, 2019)

- We see emotionality in context of behavior
 - All emotions are valid. Not all behaviors are acceptable. (Gottman et al., 1996)
- Consider emotions as a contributor, influencer to student behavior *and* identifying emotions, empathizing with them as a point of intervention
- EC can decrease need for traditional behavioral interventions

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Flipping Your Lid

(Dan Siegel: https://www.youtube.com/watch?v=GOT_2NNc68)



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SEL Competencies

The process through which children and adults **acquire and effectively apply** the knowledge, attitudes, and skills necessary to:

- understand and manage **emotions**,
 - set and achieve **positive goals**,
 - feel and show **empathy** for others,
 - establish and maintain positive **relationships**,
 - and make **responsible decisions**.
- Collaborative for Academic and Social and Emotional Learning (CASEL)

Social & Emotional Learning Core Competencies



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The Opportunity

- Develop “21st Century Skills” (National Research Council, 2009)
- Evidence to support social-emotional competence, relationships are related to academics (Jones & Kahn, 2017)
- In order to learn, we must create environments that are conducive to healthy brain development.
- Home, schools, communities can support healthy development through relationships, programs, strategies, support.
- Prevention and early intervention works (Durlak et al., 2011)
- Educators are effective emotion socializers (Denham et al., 2012)

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Evidence for PMEP/Emotion Coaching: General

(Gottman et al., 1996; Gottman & Declaire, 1997)

- Trust own feelings
- Better emotion regulation, problem-solving
- Higher self-esteem
- Better academic performance
- Better peer relationships
- Better health factors

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Evidence: Issue Specific

- At risk youth (Ellis et al., 2014)
- ADHD (Chronis-Tuscano et al., 2014)
- Anxiety (Hurrell et al., 2015; Hurrell et al., 2017)
- Attachment (Chen et al., 2011)
- Autism and externalizing problems (Wilson et al., 2013)
- Conduct problems (Havinghurst et al., 2013; Katz & Windecker-Nelson, 2004)
- Depression (Katz & Hunter, 2007; Katz et al., 2014; Lenze et al., 2011)
- Eating problems/disorders (Kehoe et al., 2014; Robinson et al., 2014)
- Maltreatment, domestic violence (Shipman et al., 2007; Katz et al., 2008; Cunningham et al., 2009)
- Emotional lability in ODD (Dunsmore et al., 2012)
- Parent Child Interaction Therapy (Duncombe et al., 2016)
- Regulation of emotions and behavior (Shortt et al., 2010)
- Somatic complaints (Kehoe et al., 2015)

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Evidence: Schools

- UK-based
- Attachment Aware Schools Project
- Uses EC as a primary component
- Trains educators, parents, community agencies
- Used with students at all tier levels

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Benefits: Students

- Meta-emotions (Rose et al., 2017)
- Improved empathy (Digby et al., 2017)
- Better regulation (Gus et al., 2017)
- Better emotion literacy (Gus et al., 2017)
- Less aggression (Rose et al., 2017)
- Less physical restraint (Gus et al., 2017)
- Better reading and math progress (Gus et al., 2017)
- Teacher-student relationships (Gus et al., 2017)

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Staff/School

- Fewer absences (Gus et al., 2017)
- Improved self-efficacy (Gus et al., 2017)
- Improved skills (Gus et al., 2017)
- Dismissed emotions less (Rose et al., 2015)
- More empathy (Digby et al., 2017)
- Better awareness, self-efficacy, self-regulation (Rose et al., 2015, Digby et al., 2017)
- Less use of rewards and consequences, fewer "exclusions" (Rose et al., 2015)
- Improved partnerships with other ecologies (Digby et al., 2017)
- Better communication (Digby et al., 2017)

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Benefits: Parents

- Home-school communication (Rose et al., 2017)
- Parental engagement (Rose et al., 2017)
- Empathy (Rose et al., 2017)
- Parents perceive benefit (Rose et al., 2017)
- Use of punishment decreased (Gus et al., 2017)
- Lives felt more "normal" (Gus et al., 2017)
- Better awareness, self-efficacy, self-regulation (Rose et al., 2015)

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Research Needs

- More application
- Feasibility
- How does this fit as a stand-alone/integrated SEL strategy?
- Assessment
- Attention to implementation science factors associated with implementing a strategy in a classroom
 - (e.g., fidelity, training and support, quality of implementation, sustainability, assessment, feedback loop, etc.)

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Managing Expectations

- Emotion Coaching is a viable and effective strategy
- Very useful within a system of support
- Apply EC with intention, specific goals, and an assessment plan
- It is not a panacea for all problems, situations
- You do not have to emotion coach every emotional state
- Avoid a fragmented approach

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Pair Share

Getting Started with Emotion Coaching

1. Be **aware** of emotions
2. Recognize emotions as **an opportunity to connect** and teach
3. **Label** emotions verbally
4. Communicate **empathy and understanding**
5. **Set limits**, help problem solve

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Step 1a: Recognize Other's Emotions

What do you...

See

Body language
Behaviors

Hear

Tone
Language

Know about the child/teen's temperament and triggers

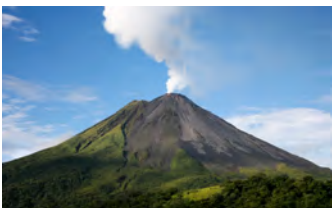
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Cultural and Age Considerations

- Cultural differences in emotion expression
- Age considerations
 - Preschool: emotion ID, limits, problem solving
 - Late pre to early elem: More complex emotions, use social contexts
 - Middle childhood (8-12): More masking, more logical, validate social and competency concerns, move into consultant role
 - Teens: Reflective listening, consultation, respect

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Step 1b: Also, Recognize Your Emotions

What do you feel in your body?

What are you thinking?

What emotions can you identify?

What are you doing?

What do you know about your temperament?



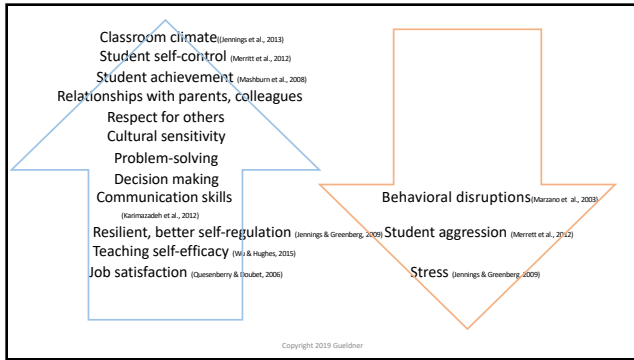
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Barriers

(Gottman, 1997; Powell, Cooper, Hoffman, & Marvin, 2014)

- Our own histories with emotion/situations
- Our own "flooding"
- Our agendas
- The reality of our work in schools
- "Shark music" AKA state of mind
 - *I can't do this. Someone else has to.*
 - *I'm supposed to know how to do this, and I'm pretty sure I shouldn't need help. I'll give ideas on how to fix it right away.*
 - *This is not my problem. These kids have to figure it out themselves.*





Regulating Ourselves

- Educators work on their own SEL to use EC
- Your own work, trainings to include:
 - Self-assessment
 - Gottman and Schwartz-Gottman resource
 - CASEL
 - Reflective practice, supervision, consultation
 - Journaling
 - Recognizing your own cues
 - Regulation strategies
 - Practice to build self-efficacy

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Pair Share

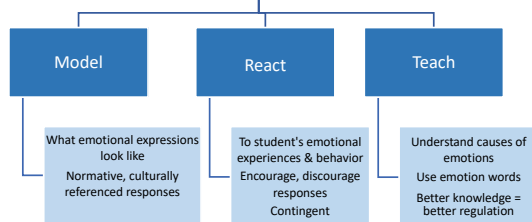
Step 2a: Emotions as an Opportunity to Connect and Teach

There is some association between exposure to moderate levels of negative emotions and emotion knowledge (e.g., Denham & Grout, 1992)

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Emotion Socialization

(Denham, Bassett, & Wyatt, 2007)



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Teachers as Socializers

- Are *emotion* socializers (Bassett et al., 2016; Sutton & Wheatley, 2003)
- Engage in similar practices as parents (Ahn, 2005; Denham, Bassett, & Miller, 2017)
- Model emotion responses to many students
- Need training in content knowledge, positive attitudes toward emotions (self and others) (Zinsser et al., 2014)

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- Validating emotions is important for classroom climate and development (Bassett et al., 2016)

- Some evidence to support that as teachers validate more, more emotional expression occurs (e.g., verbalizing feelings, less regulation) (Bassett et al., 2016)
 - Ho: students see others being validated, increase sad emotion to illicit comfort

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Teacher-Student Relationship

- Teacher-student relationship affects development (cognitive, academic, and social) (Myers & Morris, 2009; Pianta & Stuhlman, 2004)
- Children with externalizing problems may benefit most from positive relationship (Vitiello et al., 2012; those with internalizing problems less understood)
- Relationships improve with EC (e.g., Chen, Lin, Li, 2012)

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Non-examples and Examples

- Video

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Step 2b: How: Connection Strategies

(Siegel & Payne-Bryson, 2015)

- **Goal:** To convey calm and safety, decrease vagus defense system, student can start to calm
- Comfort and attention: Eye contact, facial expression, tone of voice, posture, gestures, timing of response, intensity of response, bodily movement
- Stop talking and listen

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~~BUT
Fixing
Moralizing
Lecturing~~

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Connection Strategies (Siegel & Payne Bryson, 2015)

- Appropriate eye contact
- Facial expression
- Tone/volume of voice
- Posture
- Gestures
- Timing response
- Intensity of response
- Body movement

Caveats

- Matching a student's tone, intensity...
 - Can work for some students and in some situations to convey empathy
- We must stay regulated
- Watch student's response to see if it is helpful or escalating the situation

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Step 3: Label Emotions

Label and verbalize the emotion you think is being experienced

"Name it to tame it" (Siegel and Payne Bryson)

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Using our Detective Skills to Hypothesize the Emotion and Experience

What do you...

See

Body language
Behaviors

Hear

Tone
Language

Know about the child/teen's temperament and triggers

How might you feel in that situation?



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From Simplest

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Language

- *I wonder if...*
- *You seem...*
- *Looks like....*
- *Ugh, how frustrating!*

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Video example

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Practice

Challenges with asking “why” in the moment...

Our “smart” brain is having a hard time figuring out how we feel and articulating that

Can increase the stress response and interfere with regulation (in the moment)

At the same time, it is important for us to get to “why” to help with understanding and problem-solving

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Step 4: Empathize, Understand, Validate

- *What is empathy?*

Brene Brown narration:

<http://www.youtube.com/watch?v=1Evwgu369Jw>

Wiseman (1996)

- Perspective taking
- Staying out of judgment
- Recognizing emotions
- Communicating you see emotions

- We may not have experienced that same situation, but we probably know the feeling.

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Empathize, Understand, Validate

- Convey understanding through:

- Connecting strategies
- Our words

- Disagreeing with someone’s perspective is generally unhelpful unless you have empathized, understood their perspective, and validated

- Reassurance can also be unhelpful at times

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- I wonder if you are feeling **worried** about the test.
- You seem really **excited** to start the activity! You are staying really close the group and asking me a lot when we will start.
- You seem very **frustrated** right now. Your voice is getting louder and louder.
- You're **enjoying** the debate.
- Sounds **irritating** and **annoying**.
- What a **relief**!

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Empathy, Understanding, and Validation

- Name the feeling + validate the feeling
 - All feelings are acceptable
- ***I imagine you felt X because...and because...and because***... (Lafrance, 2018)
- ***That really made you angry. You wanted to hangout with Celia and she said she didn't want to and then you felt sad and mad at the same time.***

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Anger

- Many emotions occur simultaneously. Anger is often the first clue.
- Anxiety—about not being a “good enough” teacher, what other think of us
- Disappointment—something isn't going as we expected, wanted
- Frustration—that we are dealing with intense emotions and behavior at school
- Surprise—we were not expecting a shift in the schedule

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Validation in the context of Anger

(Lafrance, 2018; www.mentalhealthfoundations.ca)

- What are you talking about?
- Why are you talking that way?
- I'm not disappointed, I'm angry!
- You don't get it.
- Validation whac-a-mole

Keep using validation strategies. Mirror affect as appropriate.
Modify. Set limits. Check in.

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Practice

Step 5: Limit Setting and Problem Solving

- Primary principles for positive behavior
- Schoolwide Systems
- General problem-solving approach
- Regulation strategies

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Schoolwide positive behavioral supports

- What structures, routines are in place that will complement EC?
- What expectations, limits are in place in classrooms, school building?

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Primary Principles for Positive Behavior (Gottman, 1997)

- Give clear directions
- Attend to prosocial behaviors
- Expect mistakes, shape behavior
- Praise for effort
- Try again
- Find ways to say yes
- Grant in fantasy what you cannot in reality
- Practice the behavior you want to see

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Expectations, Limit Setting

- What is expected behavior?
- What needs to be done?
- Important to follow through, with flexibility

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Problem Solving

- Problem = A behavior, a dilemma
- Our students are developing, may not have skills yet to fulfill our expectations
- Involve student in process
- Allow to make choices within the school requirements for rules/values

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Regulation Strategies

- What skills do students have currently?
- What are they learning in the classroom?
- What can we teach, model?

Pair Share

Modifying for Time

- Can be brief
- Will not always have as much time in classroom
- Practice helps A LOT
 - Building competence to build efficiency
- Can always defer lengthier validation later
 - Let student know you will come back to it, follow through

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How We Can Apply These Strategies

- Direct Application
 - In counseling, interventions, working with families
- Model
 - With students in classrooms, educators
- As part of consultation
 - With teachers, paras, admin
- Train
 - Brief to longer training sessions with educators and parents
- Coach
 - In-vivo
- Support
 - Regular discussions in small group/individuals

Integrating and Collaborating: Working Toward a Systematic and Ecological Approach

Barbara Guelchner, PhD, MSE
 Licensed Psychologist, Nationally Certified School Psychologist
 Ohio School Psychologists Fall Conference
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Objectives

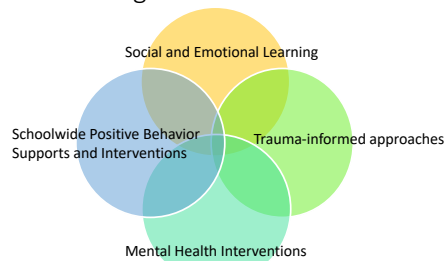
- What about the big picture (SEL, MTSS)?
- How does an emotion coaching process fit in a SEL framework and as a strategy?
- What about family engagement?
- How do I/we get started?

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Our Schedule and Format

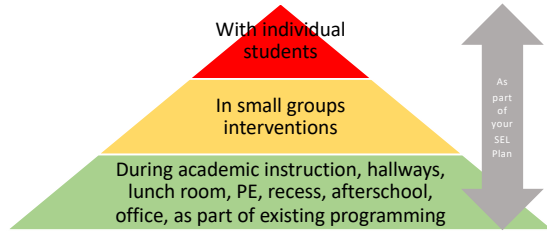
- Lecture, Reflection, Pair share, videos, movement breaks, mindful moments
- Please feel free to move as you need to!
- Managing our personal assistants (AKA technology)

Emotion Coaching in Frameworks



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Emotion Coaching Across Tiers: In Everyday Moments



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Social and Emotional Learning

<https://casel.org/impact/>

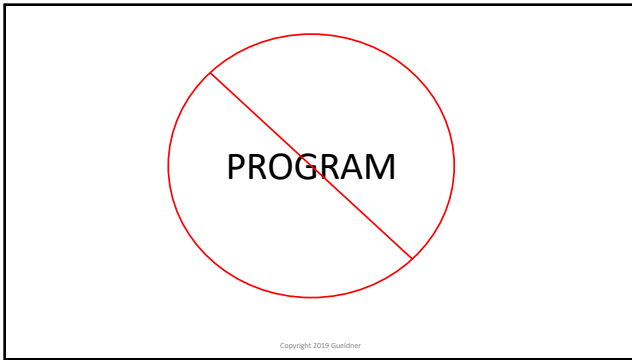
What Is Social and Emotional Learning?

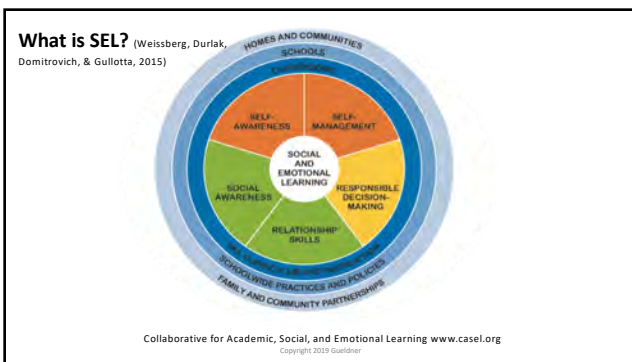
(Collaborative for Academic and Social and Emotional Learning)

*The process through which children and adults **acquire and effectively apply** the knowledge, attitudes, and skills necessary to:*

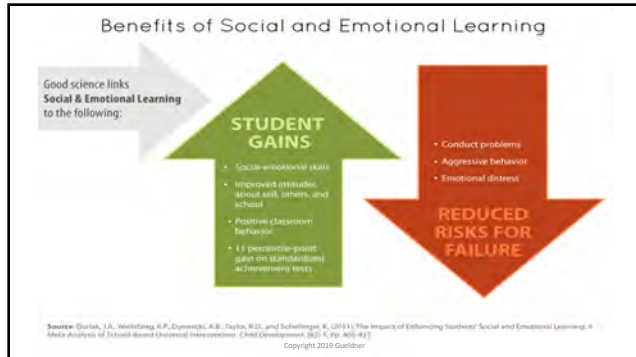
- understand and manage **emotions**,
- set and achieve **positive goals**,
- feel and show **empathy** for others,
- establish and maintain positive **relationships**,
- and make **responsible decisions**.

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Evidence: Academic Indicators

| Study | Statistically Significant Results Related to Academic Indicators |
|---------------------|---|
| Wilson et al., 2001 | Improvements in attendance and dropout rates |
| Durlak et al., 2011 | Improvements in achievement test scores, course grades, and grade point average |
| Sklad et al., 2012 | Improvements in grade point average, reading achievement, standardized test, teacher-rated academic competence Academic achievement remained improved at follow up |
| Taylor et al., 2017 | Improved academic performance at follow up (on average between 56 and 195 weeks) |

Copyright 2019 Guellder (Guellder, Feuerborn, & Merrell, 2019)

Ohio and SEL (<http://education.ohio.gov/getattachment/Topics/Learning-in-Ohio/Social-and-Emotional-Learning/Social-and-Emotional-Learning-Standards/K-12-SEL-Standards-Full-Final.pdf.aspx?lang=en-US>)

- **Standards adopted 6/24/19**
- In response to current SEL activities in Ohio, to provide a framework for systematic integration
- Kindergarten through Grade 12
- Each district has authority to decide the extent to which standards will be used and how to implement
- Assessment tools available through DOE
- **Excellent online resources for Ohio!**
- Competencies are organized by the "CASEL 5"



Education.ohio.gov



Education.ohio.gov

Ohio's Kindergarten through Grade 12 Social and Emotional Learning Standards

| Competency A: Self-Awareness | | | |
|---|--|--|---|
| A1: Demonstrate an awareness of personal emotions | | | |
| K-2 | 3-5 | Middle Grades | High School |
| A1.1.a Identify basic personal emotions | A1.1.b Identify a range of personal emotions | A1.1.c Identify, recognize and name personal complex emotions | A1.1.d Identify complex emotions as an indicator of personal state of well-being |
| A1.2.a Recognize emotions as natural and important | A1.2.b Identify that emotions are valid, even if others feel differently | A1.2.c Explain that emotions may vary based on the situation, including people and places | A1.2.d Analyze ways emotions impact the social environment |
| A1.3.a Identify appropriate time and place to safely process emotions, independently or with the guidance of a trusted adult | A1.3.b Consider when it is necessary to process emotions in a safe place, independently or with the guidance of a trusted adult | A1.3.c Utilize appropriate time and place to safely process emotions, independently, with a trusted adult or with peers | A1.3.d Utilize appropriate time, place or support systems to reflect on personal emotions, independently, with a trusted adult or with peers |
| A1.4.a Recognize that current events can impact emotions | A1.4.b Describe how current events trigger emotions | A1.4.c Explain how others' responses to current events can impact emotions | A1.4.d Analyze why current events may trigger an emotional reaction and identify ways to regulate a response |

8 | Ohio's K-12 Social and Emotional Learning Standards | June 2019

Ohio Department of Education

Ohio Department of Education (2019). Ohio's K-12 Social and Emotional Learning Standards.

| Competency B: Self-Management | | | |
|---|--|--|---|
| B1: Regulate emotions and behaviors by using thinking strategies that are consistent with brain development | | | |
| K-2 | 3-5 | Middle Grades | High School |
| B1.1.a Identify personal behaviors or reactions when experiencing basic emotions | B1.1.b Demonstrate strategies to express a range of emotions within the expectations of the setting | B1.1.c Describe the relationship between thoughts, emotions, and behavior and apply strategies to regulate response | B1.1.d Utilize self-management strategies to regulate thoughts, emotions and behaviors within the context of the situation |
| B1.2.a Describe verbal and nonverbal ways to express emotions in different settings | B1.2.b Describe possible outcomes associated with verbal and nonverbal expression of emotions in different settings | B1.2.c Analyze positive and negative consequences of expressing emotions in different settings | B1.2.d Evaluate how emotions expressed in different settings impact the outcome of a situation |
| B1.3.a Identify and begin to use strategies to regulate emotions and manage behaviors | B1.3.b Apply strategies to regulate emotions and manage behaviors | B1.3.c Apply productive self-monitoring strategies to reframe thoughts and behaviors | B1.3.d Apply productive self-monitoring strategies to process emotions and reframe thoughts and behaviors |

Ohio Department of Education (2019). *Ohio's K-12 Social and Emotional Learning Standards*.

Pair Share

Describe, discuss your site's approach to an SEL framework at this time.

What are your thoughts about the new standards?

| Social and Emotional Learning | Emotion Coaching |
|---|--|
| Based on theoretical models | Meta-emotion philosophy Emotion socialization |
| Goal: Teach/learn social and emotional competence | Facilitate social and emotional competence through a relationship dynamic with emotion ID, empathy, limit setting, problem solving |
| Used in a tiered system | Applied for universal, targeted, and intensive needs |
| Evidence to support it | Evidence in building skills, decrease symptoms, boost academics, improve relationships |
| Contextual Fit | How will EC fit with current programming? |

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| Social and Emotional Learning | Emotion Coaching |
|---|---|
| Programs and Strategies | EC as a strategy, Programs/strategies that have EC principles embedded |
| Applies behavior management strategies to support | Includes limit setting, problem-solving as part of the model |
| Principles of effective instruction | Lots of opportunities for practice |
| Infused into daily experiences, including academics | Many opportunities throughout the day to comment, coach, problem-solve, reflect |
| Importance for educators to understand, develop own SEL | Origins in meta-emotion philosophy Encourage adults to reflect, connect |

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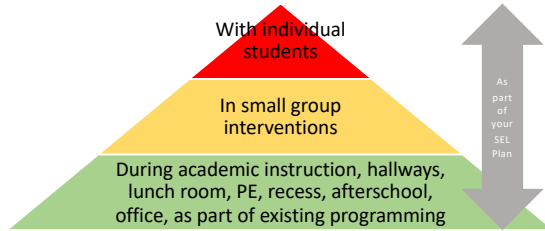
| Social and Emotional Learning | Emotion Coaching |
|--|--|
| Training, support can improve outcomes | Most educators will benefit from training, support |
| Value of adaptations and modifications | Consider student's age, skills, needs, cultural norms |
| Estimate time needed to implement | Time differences depending on context |
| Assessment, data-based decision making | Frequency of use, student responsiveness, self-efficacy, feasibility, need for behavioral intervention |
| Ecological application | How will your site include stakeholders (e.g., para-professionals, parents, administrators) |

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How We Can Apply an EC Framework/Approach

- Direct Application
 - In counseling, interventions, working with families
- Model
 - With students in classrooms, educators
- As part of consultation
 - With teachers, paras, admin
- Train
 - Brief to longer training sessions with educators and parents
- Coach
 - In-vivo
- Support
 - Regular discussions in small group/individuals

Emotion Coaching Across Tiers



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Strategic Planning, Stages of Change

(summarized in Gueldner, Feuerborn, and Merrell, in press)



Readiness

- Assessment
- Commitment from stakeholders
- Building teams
- Training

Initial Implementation

- Fidelity
- Dosage
- Adaptations
- Differentiation
- Engaged?

Sustained Implementation

- Visibility
- Resources allocation
- Stakeholder involvement

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Strategic Planning, Implementation

- Where can strategies fit?
 - Why are we using them? (Strategic plan)
 - Are they effective?
 - How do they fit with other programs and strategies (Coordinating)?
- What are the other pieces that make strategies effective?
 - (e.g., evidence-basis, fidelity, assessment, adaptations, data-based decision making, training)
- What do your students, educators, and families need?
- What mechanisms are in place to assess effectiveness?

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When Students Say Things that Make Us Pause

(reviewed in Gueldner et al., in press)

- *That's stupid.*
- *I don't know what you're talking about. I never feel that way.*
- *I can't do anything right. I'm just stupid.*
- *When I lived in my car, I stayed up until at least 3 in the morning. There was no way I was going to let someone take our stuff.*
- *I think about hurting/killing myself/someone else....*

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The Challenge in Responding



Reference: Siegel, 2012

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The Opportunity for Connection



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It's Inevitable. We Can Prepare!

- **Expect**
 - It's going to happen.
- **Prepare**
 - Pre-teach expectations and how you will respond.
 - Give students option not to share
 - Use a script
 - Revisit often
- **Respond**
 - Ask for clarification (*Tell me more about that feeling*)
 - Validate emotions (*I can understand how you felt really angry. No wonder you were upset!*)
 - Ask if other students have felt similar emotions
 - Place limits on what is shared (violence, serious accidents, graphic descriptions of experiences). Tell student you will check in. *These are situations that are better discussed in private...I will check in with you after class. Your situation is really important.*

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Consultation, Schoolwide Teams, Advocacy

- Consulting with a teacher on classroom strategies, including special education, ELL services
- Coordinating care between community-based providers, classroom teachers, administrators
- Advocating for personal reflection
- Advocating for "looking underneath the iceberg," value of emotions

Trainings

- **All** educators regarding emotional development, effective strategies to promote relationships, attachment, emotional development
- Parents, guardians, grandparents, community members

Pair Share

There are elements of an Emotion Coaching framework occurring in your work now. Describe what you or your site is currently doing.

Where do you see need and opportunity?

What might be a logical next step for growth--strategic planning, implementation, training, etc.?

1. Be **aware** of emotions
2. Recognize emotions as **an opportunity to connect** and teach
3. **Label** emotions verbally
4. Communicate **empathy and understanding**
5. **Set limits**, help **problem solve**

Challenges to Implementation, Effectiveness

- Educator work demands, stress (Denham, Bassett, & Zinsser, 2012)
- Safety concerns---address first
- In a coercive cycle, forgetting limit setting and problem solving
- Training, practice, prioritization (Krawczyk, 2017)
- Administrator support
- Educator self-efficacy, competence
 - Emotional competence is related to reactions to children's emotions (ignoring, punishing, minimizing; Ersay, 2007)
- More research and training opportunities needed

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Adaptations

Cultural consciousness is vital for educators to assist students in achieving social-emotional learning objectives. Educators must be supported in understanding how school and classroom policies, practices and procedures may be inequitable to some student populations, perpetuating disparities in educational experiences and opportunity gaps.

~Ohio Department of Education (2019). *Ohio's K-12 Social and Emotional Learning Standards.*

Ecological Validity Framework (Bernal, Bonilla, & Bellido, 1995)

Goal: Increase fit between client's experience and components of intervention

| Domain | For Consideration |
|-----------|--|
| Language | Appropriate, culturally syntonic |
| Persons | Characteristics of client, therapist; How similarities/differences between client, therapist affect relationship |
| Metaphors | Symbols, concepts shared within culture |
| Content | Cultural knowledge; Appreciating values, customs, traditions in conjunction with treatment approach |
| Concepts | How are we conceptualizing the "problem"? How do we communicate this to our students, families? Reframe in context of cultural/ecological variables. |
| Goals | Do our goals align with those of our students, school staff, families? |
| Methods | Adaptations; Ways to deliver content. Do we include family in interventions? |
| Context | Current context of client, changing factors (e.g., acculturative stress, migration, development, etc.) |

General Recommendations

- Get to know your emotion world
- Review and use resources
- Get to know your student population.
 - What are social norms?
 - What aspects of culture do we pay attention to when talking about/working with emotions?
- How does EC fit into current SEL framework?
 - Where is there potential?
 - Where are the challenges?
- Practice with a colleague, form a regular meeting group
- Consider measurement
- Obtain feedback, input, engage in iterative process

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Support

With the professional development supports that will accompany these standards, Ohio is providing guidance for implementing the standards into instruction, so all teachers can reap the benefits of supporting students' social-emotional learning development. Resources are being identified and created, to accompany these standards to provide implementation and support documents for all of the adults in children's lives, including Trauma Informed Schools and Social-Emotional Learning and a summary of recent research on the importance of social-emotional learning.

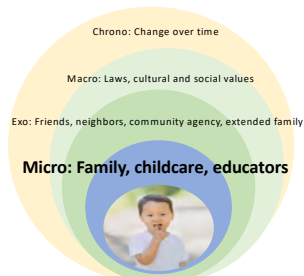
Engagement, Partnerships

Parents and families are critical in the development of social-emotional skills and competencies in young children as they grow. These standards were created with that very much in mind, as parents and family members are their children's first and most significant teachers. It is through building a strong partnership between families and schools, educators and communities that our children are supported to be lifelong learners who develop into adults who make significant contributions to the world.

~Ohio Department of Education (2019). *Ohio's K-12 Social and Emotional Learning Standards.*



Collaborative for Academic, Social, and Emotional Learning www.casel.org



Bronfenbrenner and Ceci (1994) Ecological systems theory

Parent-School Collaboration

- Parent-teacher relationships lead to better overall development and competence in students (e.g., Mendez, 2010; Smith et al., 2019; Garbacz et al., 2018)
- More parent engagement in elementary school, declines in middle and high school (Smith et al., 2019)
- Barriers abound: Taking time off work, transportation, childcare, history of negative experiences, discrimination, unclear expectations (Herman et al., 2014), cultural differences in role of parents in education (Gonzales & Gabel, 2017)

Authentic, positive relationships with students and families only can occur when educators reflect on their positionality, power and privilege and develop cultural awareness and competency (Gallego & Cole, 2001; Artiles, 2003; Kozleski & Artiles, 2012). Educators effectively teach social-emotional learning when they can recognize and understand their lens of social-emotional learning may differ from that of their students and families and seek input from students and families regarding the social and emotional learning standards (Waitoller & Thorius, 2015).

~Ohio Department of Education (2019). *Ohio's K-12 Social and Emotional Learning Standards.*

Pair Share

Describe a situation when school-family collaboration was very beneficial to a student.

Describe the methods your site currently uses to partner with families.

Describe the extent to which you are able to engage in personal reflection, training regarding "positionality, power, and privilege."

Characteristics of Successful School-Family Partnerships

(Albright & Weissberg, 2010)

Priority
Planful
Proactive
Persistent
Positive communication
Personalized
Practical, specific strategies
Program monitoring, modifications

Types of parent engagement

(Albright & Weissberg, 2010; Epstein, 1995; Hoover-Dempsey et al., 2005)

- **Home-based:** reading to child, other academic activities, educational events at school, community
- **School-based:** PTA meetings, family nights, fundraising, advisory councils, volunteering, workshops, observing, parents as leaders, collaborate with community agencies
 - Parents/families are invited, key participants/partners
 - Classrooms support participation, are welcoming
 - Parents share decisions in curriculum choices
- **Home-school:** in person or technology communication (e.g., newsletters, website, handbook, personal contact, progress journals, notes, home visiting)
 - What is happening in the classroom that can be reinforced at school?
 - What are some strategies that can be used?
 - How is my child doing?
 - How are families included in all SEL information, planning, decision-making?

Example of parent engagement in Chicago: from NBC Today Show: Education Nation:

https://www.youtube.com/watch?v=ubo6L0gQv6Q&list=PLvzOwE5IWq_hRPzheyprYHcA8SZl9Qvnpz&index=1&feature=plpp_video

School-family Partnerships and SEL (Albright and Weissberg, 2010; www.casel.org)

CASEL Program Guides: <https://casel.org/guide/programs/>; Look for "Family Context" Indicator

Incredible Years Series: Homework at home with parents, letters to parents, "parental involvement is strongly encouraged."

Promoting Alternative Thinking Strategies (PATHS): "Suggestions for engaging parents," parent letters, handouts

School-family Partnerships and SEL (Albright and Weissberg, 2010; www.casel.org)

Responsive Classroom: "Guidelines for working with families...teachers are encouraged to connect with parents individually on a regular basis in order to share updates and expectations about the child's development."

RULER: "Provide adult family members with strategies for extending and promoting social and emotional development at home."

Second Step: Family Guide so give parents information to use same strategies at home

Common Threads

Facilitating, building:

- Relationships
- Trust
- Knowledge
- Skills
- Effective communication
- Inclusivity
- Respect
- Understanding
- Cooperation
- Appreciation
- Equity

Options for Application

- Consult program materials
- Consider the information you wish families could have to coordinate school-family partnerships around SEL and specific strategies, such as those that include emotion coaching
- Ask what families would like
- Use methods of engagement that would work for your families
 - Newsletters, weekly updates on strategies, parent, educator workshops, classroom observation, etc.
- Model effective communication, empathy, problem-solving

Pair Share

Describe how school-family-community partnerships will play a role in overall SEL planning and implementation at your site.

Where is there room for growth?

Who can you work with to move this important work forward?

Final Thoughts

- Look to your SEL framework, guidelines
- Consider strengths of current programming, needs
- Work with a team that includes multiple stakeholders to work through the big picture, and the adoption of a strategy/program like Emotion Coaching
- See this journey as a marathon, not a sprint.

Activity

Closing

Materials

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