

Integrating the 5 Steps of Emotion Coaching

Think of a situation you observed a student experiencing, their emotional state, and behaviors. Practice responding using Emotion Coaching with the following prompts.

Step 1: Recognize the emotions in student and self.

Student: Describe what you see.

Student: Describe what you hear.

What emotion/s do you think the student is/was experiencing?

Imagine why the student felt these emotions. List your hypotheses.

Self: What thoughts, feelings, physical sensations are you experiencing?

Self: Describe your thoughts and perspectives on the student's emotions and behaviors, as well as your own (Meta-emotion). Is there anything that is coming up that might interfere with connecting, empathizing, understanding, and validating the student's emotional experience? For example, an inclination to dismiss, disapprove, or allow emotion to "free fall?" Or, wanting to give advice, a solution, or talk too much?

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

Identify the connection strategies you would want to try:

- Eye contact
- Facial expression
- Tone of voice
- Posture
- Gestures
- Timing of response
- Intensity of response
- Bodily movement
- Stop talking and listen
- No buts
- No fixing
- No lecturing

Steps 3 and 4: Identify the Emotions, Convey Empathy, Understanding, and Validation

Practice using words to identify the emotion/s, convey empathy, understanding, and validation. Try stating at least 1 statement validating the student, more as needed (Lafrance, 2018). Here are some examples:

- *You seem sad today. You're sitting here by yourself and look kind of down. I wonder if it's because the student you wanted to sit with are over there [point to direction of group of student].*
- *You're pretty upset that you were left out at recess. Of course you'd be upset--- you were hoping to hang out with Aaron and Jamal. And it's boring to be by yourself. Maybe you even felt embarrassed setting alone?*
- *You are so mad at Chloe! She took your work away from you and you weren't finished with it. She's done that before and it's upsetting that she did it again.*
- *I can imagine you felt really angry at Davante when he said those things about your family. Especially since they weren't true and they were really hurtful things to say. I also wonder if you felt even furious? When that happens it can feel pretty intense.*
- *You really look worried. I imagine if it's because you have a lot going on at home right now. And having homework to do doesn't help. And we've got state testing coming up, which can be stressful too.*

List some possible responses:

Step 5: Limit Setting and Problem Solving

In the situation you're thinking about, is there a limit that needs to be made or a problem to be solved? Describe your strategy.