

## Example Emotion Coaching Scripts

### Validation of emotions (empathetic listening)- labelling and empathising

#### i) Labelling

Look for physical and verbal signs of the emotion being felt; Take on the child's/young person's perspective; Use words to reflect back child's emotion and help child/young person to label emotion

*"I wonder if you are feeling angry."*

*"I can see that you are (describe what you can see) I wonder if you might be feeling angry?"*

*"The way you are feeling is making you/made you angry"*

*"You're angry about..."*

*"I know you are feeling angry..."*

*"I can see that something's not quite right – can you tell me about it..."*

#### ii) Empathising

Affirm and empathise with the emotion; allow to calm down

*"I'm sorry that happened to you, you must have felt angry"*

*"I can see that you get angry when that happens/when I do this"*

*"I would feel angry if that happened to me"*

*"That would make me angry"*

*"I understand why you are angry"*

*"It's normal to feel angry about that"*

*"It's ok to feel angry about that"*

*"I get that you are angry"*

*"I can understand you're feeling angry – I would too"*

*"I know you're feeling angry – I would feel the same"*

### Limit setting (where necessary)

Separate emotion from the behavior (actions); clarify what is acceptable expression of emotion i.e. behaviour and what is not – set the limit; allow to calm down – (*refer to school behavior policy if necessary/appropriate*):

*"It's ok to feel angry, but we use kind hands in school"*

*"I can see that you feel annoyed. It isn't kind to shout at your teacher"*

*"You are probably feeling cross because you want to go and play outside with your friends.*

*Remember, we need to show that we are feeling calm and ready to listen first"*

### Problem solving

**i) Exploring**

Exploring the feelings that give rise to the behavior/problem/situation etc. – be specific

*“How were you feeling when that happened?”*

*“What did it make you feel like?”*

*“Have you felt that way before?”*

*“What does your body feel like?”*

*“What feelings are you having?”*

*“What does it make you want to do?”*

*“Can you remember what happened to make you feel like that?”*

*“Can you tell me what happened?”*

**ii) ‘Problematizing’**

Identifying alternative, more appropriate and more productive ways of expressing and/or managing feelings and behavior/actions; Empowering child/young person to recognize feelings, behaviour and taking ownership/responsibility of actions and finding ways to self-regulate in future

*“Let’s think of what we could have done instead”*

*“Can you think of a different way?”*

*“Can you remember feeling this way before and what you did?”*

*“Have you thought about doing this instead?”*

*“Can you remember what we said before?”*

*“How did you handle it last time?”*

*“What did you do last time this happened?”*

*“Can you remember what we discussed last time?”*

*“Can you remember how you solved it before?”*

**iii) Solutions**

Agreeing possible solutions – scaffolding suggestions where appropriate

*“Try and do this next time you feel like this”*

*“Let’s decide what you will do next time you feel like this”*

*“What do you think you can change next time?”*

*“What could you try next time?”*

*“Can you remember what we agreed....*

*“Can you try...next time?”*