

# EMOTION COACHING SCRIPTS

## STEP 1 – Validation and labelling

### Part 1 – 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

*"You seem angry to me" or sad, upset, fed up etc....*

*"I can see you are feeling angry."*

*"I can tell you are angry"*

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

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

*"You look kind of angry ...."/ "Your face looks angry...."*

*"You are obviously angry...."*

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

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

*"Do you realize that you are doing this (demonstration)...."*

## STEP 2 - 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"*

## STEP 3 – Limit setting (if relevant)

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 – (use behavior policy of setting if necessary/appropriate):

*"....It's not ok to behave like that"*

*"...That behavior is not acceptable"*

*"....The rules are that we do not ...."*

*"... These are the rules that we have to follow"*

*"... Doing that is not ok"*

*"... Behaving like that is not helpful/harmful etc...."*

*"....This is not a safe place to be angry. Let's go to a safe place and then we can talk"*

*"... You cannot act like this"*

*"... We don't deal with that by lashing out/hitting"*

*".... This is not what we do"*

## STEP 4 – Problem solving

### Part 1 - 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"*

*"Why do you think you are doing this"*

*"Did you know that you have reacted this way before"*

*"When did you last feel like this"*

*"What does your body feel like now"*

*"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"*

### Part 2 – Problematising

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 to deal with your feelings"*

*"I can help you to think of a different way to cope"*

*"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"*

*"Let's sort this out"*

*"How can you get over this"*

*"What did you do last time this happened"*

*"Can you remember what we discussed last time"*

*"Can you remember how you solved it before"*

### Part 3 - 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 do better/change next time"*

*"Do you think doing that would be more helpful for you and others"*

*"What could you have done – you could have done....."*

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

*"This is what we can do instead"*

*"How do you think you will react next time or if this happens again"*