Emotion coaching: Social emotional intelligence and teaching moral behaviors

by
Michael Hylen, Ph.D.

"The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires." William Ward

About Me:
From Cambridge (Boston) MA.
Married over 20 years
Six Children (5 Daughters, 1 Son)
12 years as an educator – Secondary math teacher: combined urban and suburban experience
16 years – Secondary principal – mostly served in alternative schools for at-risk students with emotional struggles (inner city and suburban)
Name three reasons I would want you to know these things:
1.
2.
3.

Is it true? Failure is not an Option!
The challenge of teaching students with emotional challenges
How do schools address students who have emotional or behavior challenges?

List what you think are the three most common methods of addressing students with emotional and behavioral challenges.

1. 
2. 
3. 

“A child is the only known substance from which a responsible adult can be made” - Thomas Likona

How schools should address students who struggle with emotional challenges!

https://www.youtube.com/watch?v=gmLgi5mdTVo

List five observations from the clip addressing how schools should address students with emotional challenges.

1. 
2. 
3. 
4. 
5. 

“A child is the only known substance from which a responsible adult can be made” - Thomas Likona

How teachers are forced to address students struggle with emotional challenges!

https://www.youtube.com/watch?v=C2YZnTL596Q

List five observations from the clip addressing how it relates to teachers addressing students with emotional challenges.

1. 
2. 
3. 
4. 
5.
Let's start at the beginning: What are they learning and where?

List five observations that stand out in this picture in relation to the question.

1. 
2. 
3. 
4. 
5. 

“A child is the only known substance from which a responsible adult can be made” - Thomas Likona

To start, you need to understand how you deal with student emotions: Ask Yourself...

How did my parents express emotions? Did they ignore their feelings? Did they lash out? Did they express their feelings in a safe manner?

Were you allowed to express your emotion? If so, how did others respond to you?

Now think, as an adult/educator, how do you respond when a young person expresses their feelings? Are there similarities to your experience with your own parents?

Then answer: What is the adult’s role in the relationship?

Be a positive Role Model Become a “Coach”

Be able to relate with students in a manner that allows the relationship to move past the surface level into a deeper understanding and acceptance.
One other thing before we go any further: Let's get some things straight!

Let's talk about two things:
What is Fairness
What is Equity

“I believe in what you are trying to do but I believe in fairness and equity.”

I understand what was meant by equity – two people who commit the ______________ get the ______________ regardless of circumstances.

What do we mean when we use the term “fairness”?
Contextual Justice?
Rigid Equality?

Why is Emotion Coaching important to students?

Creates - a _______ of _________ and an _________ to be _______

Allows - the _________ to move past the _________ _________ into a deeper _________ and _________

Helps - teenagers learn _________ and _________ and _________ in the "real world"

Feelings - are validated - "I am _________ and _________"
Respect and Responsibility?

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<th>What does respect look like in action?</th>
<th>What does responsibility look like in action?</th>
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Dismissing

Disapproving

Four styles by which students come to understand emotions

Laissez-Faire

Emotion Coach

The Dismissing Adult ...
1. Treats student’s feelings as trivial and unimportant
2. Wants student’s negative emotions to disappear quickly
3. Feels uncomfortable, annoyed or even overwhelmed by the student’s emotions
4. Sees the student’s emotions as a ploy
5. May believe negative emotions are harmful or toxic
6. Minimize student’s feelings and downplay events that led to the emotion

Can you think of someone you that may fit into this category - how would you describe his/her actions towards students? What has been the reactions of the student as a result?

Describing actions:

Student reactions:
Effects of this Approach

Students:
• Believe that their feelings are wrong and not valid
• May feel that something is wrong with them because of how they feel
• May have difficulty regulating their emotion

Have you ever had a student say “I don’t know what is wrong with me?”

Under what circumstances did it happen?

How did you respond?

Disapproving Adult…
1. Judges and criticizes student when expressing emotion
2. May believe negative emotions need to be controlled
3. May believe student uses emotions to manipulate; often results in power struggles
4. Is mostly concerned with students’ obedience to authority

Can you think of someone you that may fit into this category – how would you describe his/her actions towards students? What has been the reaction of the student as a result?

Describing actions:

Student reactions:

Effects of this Approach (look familiar) …

Students:
• Believe that their feelings are wrong and not valid
• May feel that something is wrong with them because of how they feel
• May have difficulty regulating their emotion

Have you ever been told by a peer that a student “has issues?” Or, have you ever heard someone tell you that a student is acting that way to “get his/her way”?

What was your reaction?
Laissez-Faire
Adult:
1. Freely accepts emotions expressed by student
2. Tends to offer comfort to negative emotions
3. Does not teach student about emotions
4. Does not set limits; tends to be permissive
5. Does not engage in or teach problem-solving skills to teen
6. Tends to believe you just need to "ride out" emotions

Review the list above, use the box at right to list three reasons a teacher may use this approach. List three reasons a student may appreciate this approach.

Teacher reasons:
1. 
2. 
3. 

Student reactions:
1. 
2. 
3. 

Effects of this Approach

Students:
1. Student does not learn to regulate emotions
2. Student may have a hard time concentrating
3. Student may have a difficult time getting along with others and forming friendships

List three specific behaviors that reflect the effects of this approach on a student?
1. 
2. 
3. 

How did you react when you observed such student behaviors?

Recommendation: Become a Coach; become an "Emotion" Coach

1. Uses emotional moments to set limits for student, and teach problem-solving skills
2. Does not feel they have to________ the teen’s emotions
3. Does not__________ the student how
4. Student does not________ the emotions of the
5. Is able to talk with the student________ of emotion; does not get
6. of emotion is opportunity

How does an emotion coach view emotions?
Effects of this Approach

Students:
1. Student learns to trust the teacher.
2. Student learns to trust their feelings.
3. Student is able to solve their own problems.
4. Student has high self-esteem and is more likely to get along with others.

List three specific student actions that demonstrate students trust you?
1. 
2. 
3. 

How would you know if a student trusts his/her feelings?

Awareness of Emotions  Teaching and Building Trust

Emotion Coaching
What is it?

Helping Label  Empathy

Setting Limits/Problem Solving

Be Aware of Your Emotions:

1. Be aware your own feelings - Remember:
   ________of your own ________directly effects how well you will tune into your student’s ________.

2. Students learn by ________

3. Allow your student to see you have ________
   • Express disappointment
   • Show sadness
   • Express feelings of anger or fear

4. Showing ________ does not mean teens can meet your ________ needs.

Ask yourself:

Am I aware of my emotions when working with my students?

How do I show emotions to my students? Do I mask them? Do I manage them?

Do I thrive when students need me? Do I have a need to be needed by my students?
Be Aware of Your Student's Emotions:

1. Emotion __________ itself in many ways

2. Clue into __________ that may indicate emotion
   • change of mood, crying, won't talk to you

3. Look at __________ through a lens of __________

4. ________ feelings does not make them go away

Ask yourself:
In what ways do my students manifest their emotions?

Do I consider my students emotions when I observe their behaviors?

Do I try to ignore my students' actions in hopes that they will go away?

Recognize emotion as an opportunity for teaching and building trust:

1. No ________ needed (makes it simple)

2. Student sees that you are their ______ and can ________ together in the future

Listen with empathy:

1. "Empathy" or "Sympathy"

2. ________: accepting someone’s feelings without judgment

3. ________ statements:
   • I hear you
   • I would feel the same
   • That’s no fun
   • That must hurt

There is a time for each

Sympathy says:  Empathy says:

The problem with using sympathy to teach behavior management is:
Consider the following scenario: you are teaching your class. All of a sudden a student runs into your classroom in a panic and obviously greatly upset. How does empathy respond? How does sympathy respond? What are the pros and cons of such responses? Discuss with a peer.
Help the Student Label the Emotion:

1. Put ______ to the _______ if you can or ask questions to explore:
   - You look pretty sad
   - I can see you are upset
   - That really bothered you, didn’t it?
   - What bothers you most about it?
   - You seem worried, scared, etc.

2. Make room for _______ feelings

   What two emotions do students most often confuse for each other?

   Why might that be?

Set Limits and Help Student to Problem Solve:

1. After labeling emotion, set __________
2. Convey the message that feelings are not the ________, _______ is
3. Have student identify goals
4. _______ student to think of _______ solutions
5. If necessary, offer _______ or _______
   - Some people in that situation have ...
6. Help the student pick the ________ that is most ________ and ________
7. Discuss _______ of possible solutions
8. If the student does not want to come up with a solution, discuss _______ of _______
   - _______ one
9. Don’t give into the _______ to _______ the problem for the student

Why is it important for the student to "fix the problem"?

Remember: It is extremely important to be realistic
With your student and with yourself!
Good Resources

- What We Can’t Tell You: Teenagers Talk to Adults in Their Lives
- Life’s Greatest Lessons: 20 Things That Matter by Hal Urban
- Parenting for Character: Five Experts, Five Practices by David Streight
- Parenting for Good by Marvin Berkowitz

References


