

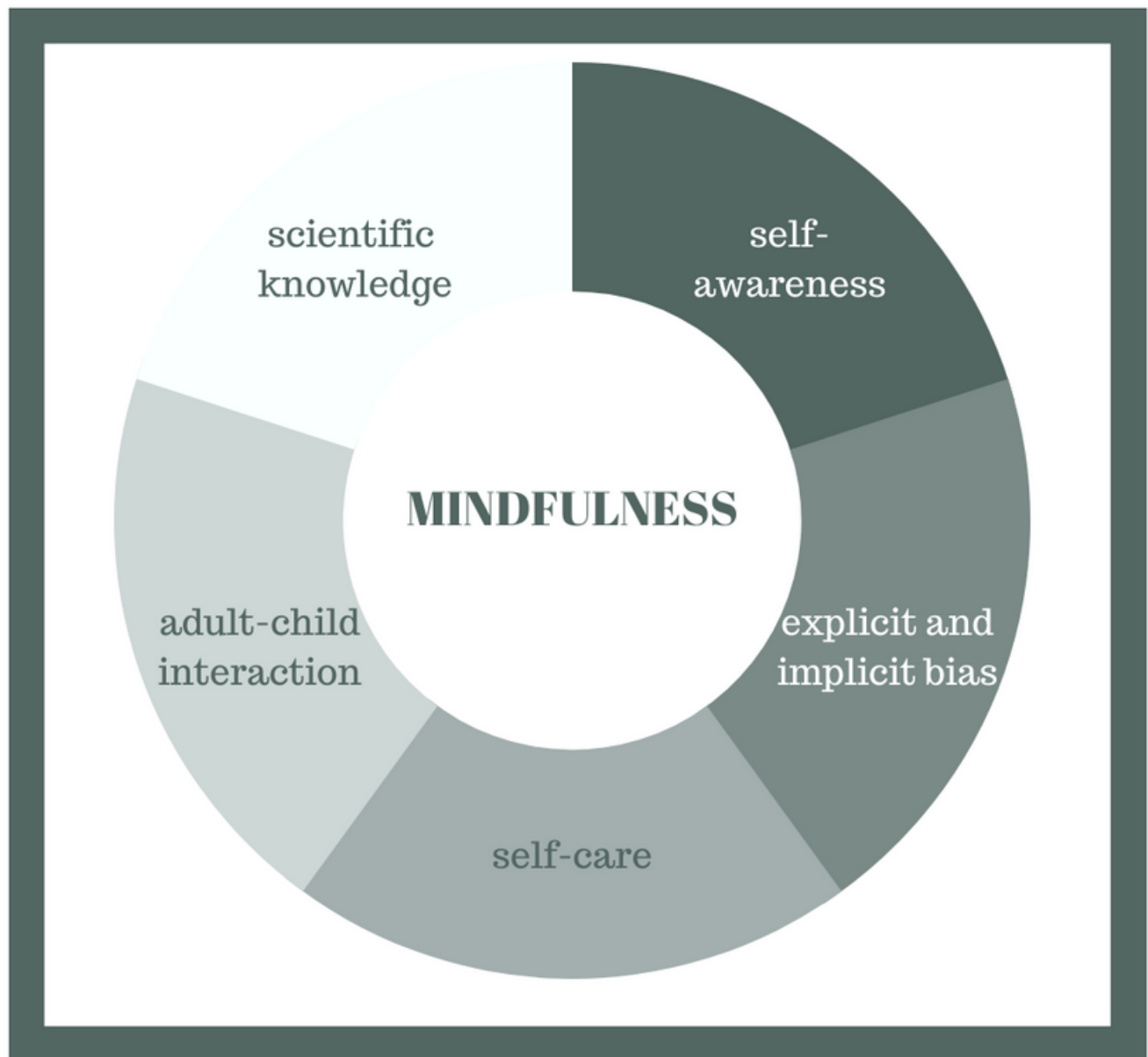


EMOTION COACHING FOR EMOTION PROCESSING WORKBOOK

EMOTION COACHING FOR EMOTION PROCESSING

When we think about emotion coaching it starts with bringing mindfulness to each stage of the CEP method.

Collaborative Emotion Processing Method



CEP Method

a closer look

ADULT-CHILD INTERACTION

This is the only part of CEP that includes the child. When you're mindful of the other 4 categories, you can be regulated to help you child process and co-regulate their emotions.

SELF-AWARENESS

What am I feeling? What am I feeling when I'm at a 3 or a 4 rather than at a 9 or 10. Noticing these things before you're explode, so that you can choose what to do instead. Sometimes there are physical cues to let you know it's time to pause.

EXPLICIT AND IMPLICIT BIAS

We ALL have biases! Our biases can affect how we show up with kiddos unless we build awareness of them and learn to regulate our reactions to respond with intention.

SELF-CARE

This is the key to being able to show up as a regulated adult for your child. It means taking care of yourself in many forms. If your central nervous system is dysregulated, you cannot co-regulate with a dysregulated child.

SCIENTIFIC KNOWLEDGE

Your body will have a physiological response when your child is having a big emotion. You will produce cortisol to mirror your child's cortisol during a tantrum. It is your job to get calm for your child, not your child's job to get calm for you.

**How does it feel in your body when
you are reacting?**

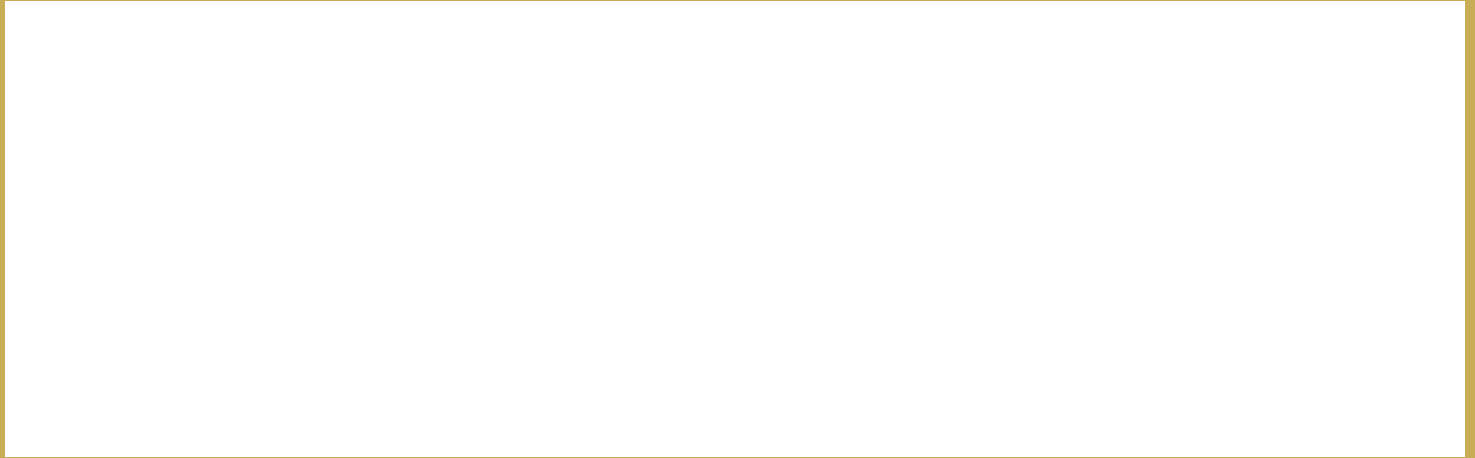


**When you are dysregulated, what are your
go to strategies for calming?**



The WHAT not the WHY

We empathize with what people feel, not why they feel it. It's not our job to decide if they should feel the emotion. Pause and think of a time it was difficult to empathize in your classroom. Jot it down.

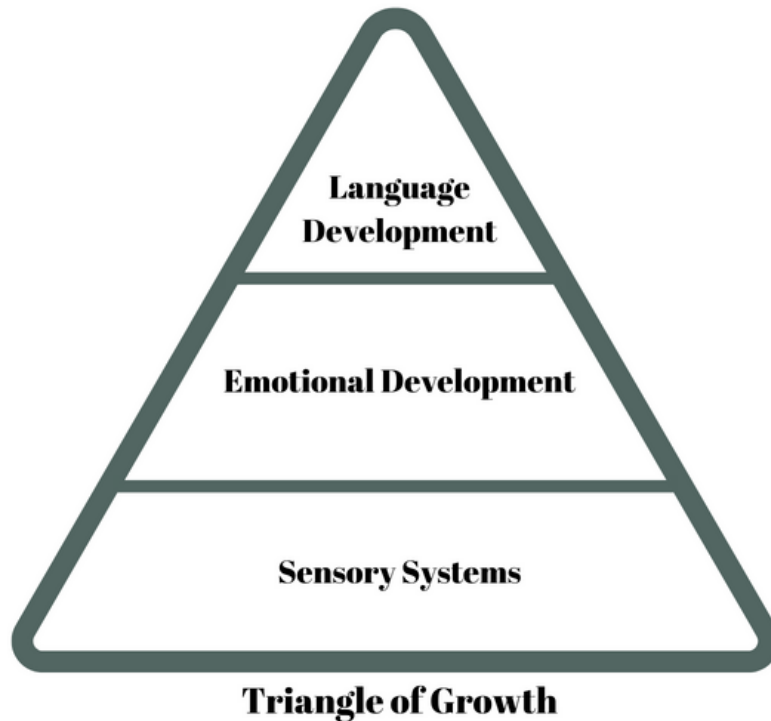


A huge part of building empathy is filling a kids cup. This means catching them doing things that are prosocial and recognizing it. For some kiddos, you have to look for it. It is not always going to be glaringly obvious, but when it does happen it should be verbally recognized. Think of a few of those kids and write down what you could share with them.



Looking beyond the behavior

The goal is to be proactive, as opposed to reactive. We try to give kiddos sensory input every couple of hours so they aren't working from a dysregulated system.



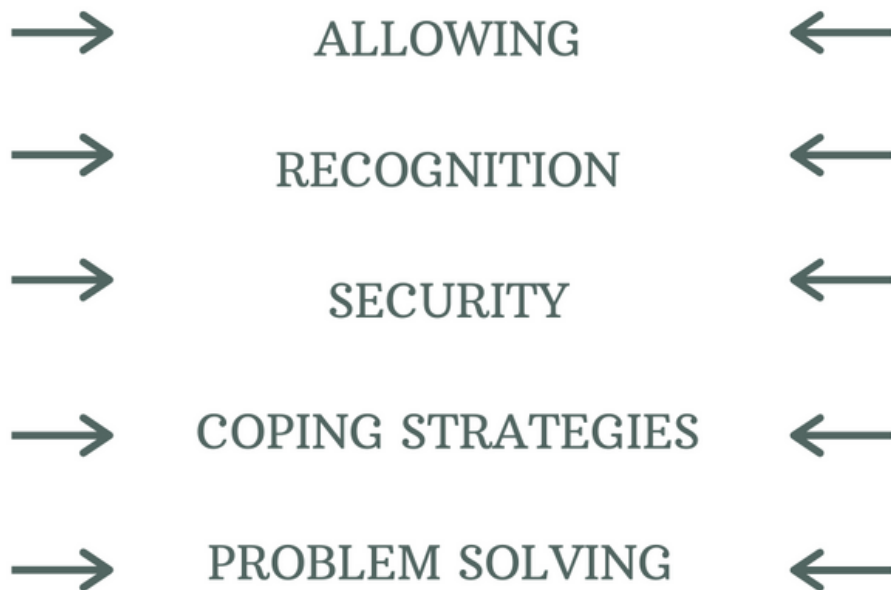
In thinking about the triangle of growth, where would you start with a child that is dysregulated? What activities may be helpful?

The best question you can ask when you see a behavior is:
WHAT IS THIS CHILD COMMUNICATING RIGHT NOW?

All humans move through these phases of emotion processing.

5 Phases of Emotion Processing

In order to process emotions, we all move through these phases.



Consider your own emotion processing. Which phase is most challenging? Why?

Pause to reflect on the phases

Often in our effort to help or “fix” the situation we rush through the phases and provide solutions.

Which phase is most challenging for you to coach?

Why does it feel challenging?

What’s coming up for you there?

Which phase is easiest or comes most naturally to you?

This makes our approach different



Coping strategies are the key component to calming the central nervous system before we can move on to phase five, it is also the most missed. When doing the research, this is usually the phase people jump over the most and try to go right to phase five.

There are two types of coping: mechanisms and strategies. One is a quick fix and the other helps the body process cortisol so the brain can process emotions.

MECHANISM



Mechanisms for coping develop naturally as a way for your body to stop feeling something hard. Faster, temporary, quick fix. Suppresses emotions and keeps cortisol pumping maintaining presence in the amygdala (feelings brain).

STRATEGY



Strategies have to be learned, developed and practiced. They are tapped into with intention. Can take longer to calm because the body is processing the cortisol and working to regain access to the prefrontal cortex (rational thinking brain).

Reflective Practice

As you begin to use these tools in your classroom, you'll see changes in both yourself and the tiny humans. One of the best ways to be mindful of these changes, is through reflective practice. Consider asking these questions at the end of a day.



What worked as I expected?



Where did things fall apart?



Where did I feel triggered?



How can I adjust?

As you answer these questions regularly, you'll identify patterns and behaviors within yourself and with your kiddos. This will help you determine where you need to make changes.