

Emotion Coaching - Example Scripts for C.A.L.M

Below are some ideas of things to support each stage. The key is to “connect before you correct” or in other words ensure the child’s feelings are validated, before setting the limits and suggesting ways forward.

Step 1: Connect (tune into the child’s feelings and your own)

Use the iceberg analogy to help you to look beyond the behaviour that you see.

What is the child communicating through their behaviour?

What needs are and are not being met?

How might the child be feeling? Why? What might they be thinking? What do they need?

How is this making you feel and is there anything you can do or say to yourself to support you with these feelings?

Step 2: Acknowledge (Label and validate feelings)

Look for physical and verbal signs of the emotion being felt. Take on the child’s perspective; use words to reflect back the emotion and **help the child to label that emotion.**

“You seem angry to me” or sad, upset, fed up etc. “You look kind of angry?”

“I can see you are angry.” “The way you are feeling seem to be making you/ made you angry.” “You’re worried about....” “I can see that something’s not quite right – can you tell me about it?” I am wondering if you are sad about..

Affirm and empathise with the emotion, allowing time and space for calming down.

“I’m sorry that happened to you, you must have felt angry?” “I would feel angry if that happened to me.” “I understand why you are angry.” “It’s normal to feel angry about that.” “It’s ok to feel angry about that.” “I know you’re feeling angry – I would feel the same too.”

Step 3: Limit setting

Separate emotion from the behaviour. Clarify what is an acceptable expression of emotion, and what is not. Allow time and space for calming down.

“... It’s not ok to hit/ bite/ push/ shout at your friend.”

“... Hitting is not acceptable.”

“... The rules are that we don’t hit people ”

“... We don’t deal with by hitting our friends”

“... You cannot hit people”

“... hitting is not helpful.”

Step 4: Make a plan (problem solve and find solutions together)

Identify alternative, more appropriate/ productive ways of expressing and/ or managing feelings, behaviours and actions. Empower the child to take ownership.

Visual restorative justice sheet can help here.

“ 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?”

“ How did you handle it last time?”

“ How can you get over this?”

“ Can you remember what we discussed last time?”

Agreeing possible solutions and ‘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?”

“ 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?”

Visuals of the restorative justice to help make a plan for those that need visual support/

visual	prompts	to	support	repair
What happened?	restorative justice			Use these to talk with a child
What were you thinking & feeling?				use them with the zones
Who has been affected?	How do you feel now?	What can you do to repair?	What can you do next time?	

made a silly noise	shouted	rude to someone	walked out	tore my work up
hid	What happened?			broke something
refused to do work				hurt someone
took something	said something mean	scribbled on my work	threw something	swore at someone

worried	confused	energetic	angry	excited
shy	What were you thinking or feeling?			distracted
embarrassed				scared
not sure	stressed	sick	silly	giggly

me	a friend	a teacher	a member of staff	a member of the public
My parents & carers	Who has been affected?			Someone else's family
My siblings				someone else
My family	a group	a child	online people	class mates

sad	sorry	guilty	confused	scared
safe	What are you thinking or feeling now?			embarrassed
which zone are you in?				worried
restless	ok	thoughtful	calm	better

write it down	write a letter	talk with someone	say sorry	minutes off play
tidy up	What needs to happen to repair it and put it right?			fix something
say sorry with someone				include that person
make a plan	Use kind actions	use kind words	make a change	think about the zones

sad	sorry	guilty	confused	scared
safe	What are you thinking or feeling now?			embarrassed
which zone are you in?				worried
restless	ok	thoughtful	calm	better

