



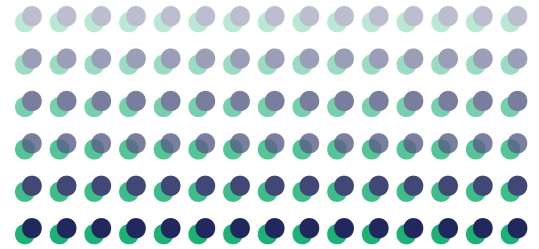
EMOTION
COACHING



St Patrick's
Special School

WHAT IS WELLBEING?

Wellbeing means being at our best cognitively, emotionally, physically, spiritually, and socially. It is found and grown as we live in community experiencing a sense of safety and belonging. It is through feeling safe, seen, soothed and secure that we discover who we are and our place in the wider human experience. It is about making sense and meaning from all our experiences and practicing tools that help us integrate these into our individual and collective stories.



Culture plays a significant role in the lives of many people. Connection to country, community, family, kinship, and cultural practices and protocols are vital in growing a sense of wellbeing. Wellbeing is about far more than just the absence of illness or distress. It is about building a tool kit that helps us navigate the ups and downs of life, to find a way to thrive, and to reach our full potential. It involves learning to self regulate, to make feelings smaller and bigger, and working towards understanding ourselves and those around us. It demonstrates kindness, compassion, and grace.

Wellbeing and learning cannot be separated. Our overall sense of wellbeing has a direct impact on our capacity to support the wellbeing of children.

Atkinson, 2002; Bowlby, 1988; Gee, Dudgeon, Schultz, Hart, & Kelly, 2013; Porges, 2009; Seligman, 2011; Siegel & Bryson, 2020

KEY POINTS TO REMEMBER

- All behaviour is a form of communication
- Chase the why, find the need, and meet it
- Always connect before you redirect
- Tap out when you need to, pay attention to your signs
- Educator wellbeing is just as important, have a plan
- Consider the environment and levels of engagement
- Core ingredients for everyone are connection, belonging, and safety

ADDITIONAL SUPPORTS

If you need additional support, use the following tools:

- Plan your Emotion Coaching Response
- Offering Your P.E.A.C.E

Seek further help from those alongside you and above you as needed



HALT BEFORE RESPONDING TO BEHAVIOURS THAT ARISE

Siegel and Bryson, 2014

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PLAN YOUR EMOTION COACHING RESPONSE

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ENCOURAGE FOUR Ss OF SECURE ATTACHMENT

- Safe - ensure children feel safe, and repair reconnections whenever needed
- Seen - see children for who they are, and what they bring to the bigger human story
- Soothed - be a coach who supports children through big moments and to build a toolkit
- Secure - these three things will help children develop a sense of security and identity

OFFERING YOUR P.E.A.C.E

Siegel and Bryson, 2020

- Presence - how can I show up and offer my presence?
- Engagement - how can I actively engage whilst present?
- Affection - how can I show that I genuinely like them?
- Calm - how do I create a calm, safe, and caring space?
- Empathy - how do I demonstrate empathy towards them?



CREATING STRONG FOUNDATIONS

SCENARIO / CHILD

Provide a few details of the scenario or child that you have in mind...

CONNECT AND TEACH

How can I connect? What do I want teach in this moment?

VALIDATE AND ACKNOWLEDGE

How can help the child identify what they are feeling?

EMPATHY

How can I demonstrate empathy towards them?

PROBLEM SOLVE

What do we need to address? How should we address it together?



OFFERING YOUR P.E.A.C.E

PRESENCE

How can I show up and offer my presence?

ENGAGEMENT

How can I actively engage while present?

AFFECTION

How can I show that I genuinely like them?

CALM

How do I create a calm, safe and caring space?

EMPATHY

How do I demonstrate empathy towards them?



CREATING STRONG FOUNDATIONS

VALUES

What do we hold as deep values for our children, families, and community?

VISION AND PURPOSE

Looking at these values, what do we want our site to be about?

SHARED PRACTICES

What do we need to practice each day to live out this purpose?

CULTURE

What culture or environment will grow if we commit to these practices?

NURTURE

How do we nurture belonging, connection, compassion and love?

AUTONOMIC NERVOUS SYSTEM AROUSAL

WINDOW OF TOLERANCE

