

RESEARCH SPOTLIGHT

Emotion Coaching – A Strategy for Promoting Behavioral Self-Regulation in Children/Young People in Schools: A Pilot Study¹.

Why should emotion coaching be used:

“This approach recognizes that socially competent children who are able to understand and regulate their emotions are better equipped to go on to achieve higher academic success than those who lack impulse control or have poor social skills.”

The diagnostic criteria this definition may match –

- *Oppositional Defiant Disorder*
- *Childhood onset of Conduct Disorder*
- *Attention-Deficit/Hyperactivity Disorder*

Reason for the study: “Katz et al’s (2012) recent review of emotion coaching research calls for more studies that explore the role of emotion socialization agents other than parents, such as teachers and peers. Productive interactions between individuals are fundamental to effective educational practice, and teachers have identified that emotional management is integral to their work...”

Methods:

- Senior and Junior teaching staff, teaching assistants, school support staff... and some parents received training in Emotion Coaching.
- The majority of Emotion Coaches were teachers (80%).
- Students of trained teachers were followed for one year after the training took place.

Results:

- Student call-outs (referrals) was decreased by 26% with an effect size of (0.36).
- Student exclusions (suspensions) was decreased by 30% with an effect size of (0.39).
- Student consequences (in class) was decreased by 15% with an effect size of (0.45).

Conclusion:

- A significant reduction in disruptive behavior and a positive impact on behavioral regulation by the children/young people across the research settings.
- Results indicate that emotion coaching can be utilized successfully alongside, or as a supplement to, the existing behaviorist model focusing on behavior modification.
- The affective teacher behaviors of warmth and empathy are strongly associated with positive school outcomes and skills in emotional regulation have significant educational and social effects.

For more information about Emotion Coaching, see “EmotionCoaching.Gottman.com”.

¹ Rose, J. (2015). Emotion Coaching: A new approach to supporting children’s behaviour in schools. *The European Journal of Social and Behavioural Sciences*, 13(2), 1766–1790.