

# Emotion Coaching Among Providers and Parents: Supporting Early Social- Emotional Development

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Wednesday, May 5, 2021, 2 pm - 3 pm

Brookes Coffee Chat Series

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# Webinar Tips

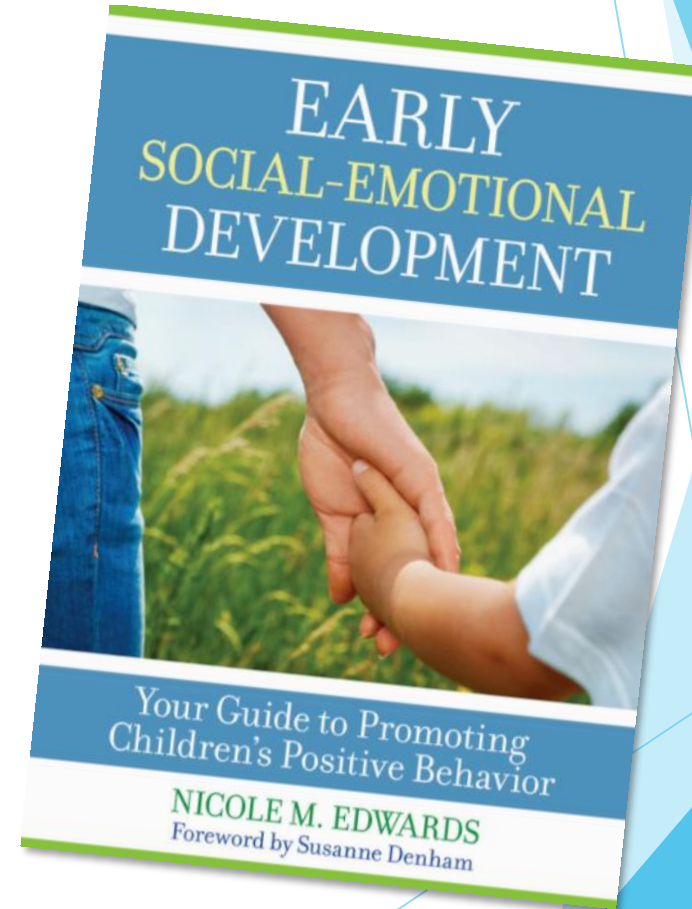
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# Early Social-Emotional Development

Your Guide to Promoting Children's Positive Behavior

A practical and comprehensive resource to help birth-five providers work successfully with children, families, and colleagues to foster social-emotional growth.

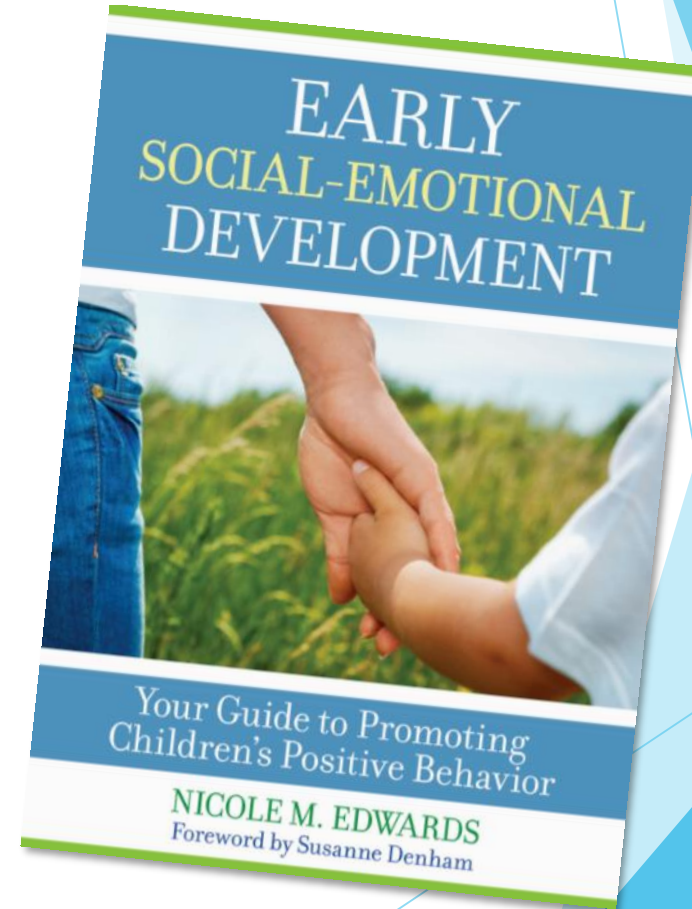
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We're giving away a **FREE** copy of  
**Early Social-Emotional  
Development**

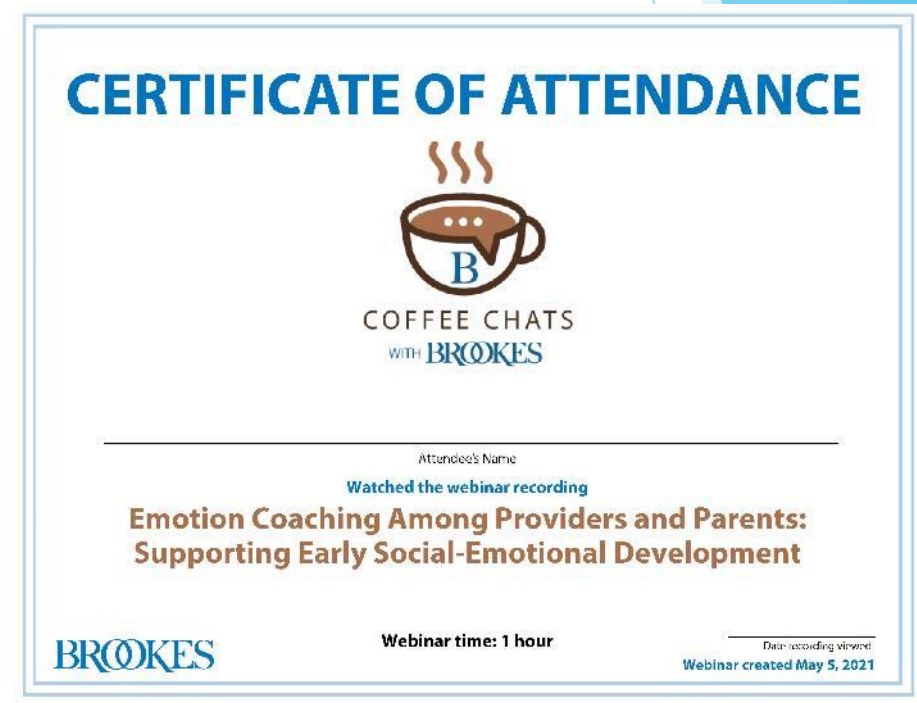
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**Poll: Who is Here Today?**

# Let's Discuss...

- ▶ Emotional Development
- ▶ Possible Signs of Emotion Dysregulation
- ▶ Emotion Coaching
- ▶ Communicating with Colleagues and Families

# Early Social-Emotional Development

## **Emerging in the first year of life:**

- ✓ Primary emotions (Lewis & Michalson, 1983; Lewis et al., 1989)

## **Emerging between 3-9 months:**

- ✓ Automatic/reflexive patterns → intentional and voluntary responses (Lewis & Michalson, 1983; Lewis et al., 1989)
- ✓ Make sense of simple emotions expressed by others (Dunsmore & Karn, 2001)



# Typical Social-Emotional Development (birth-5)

## **Emerging** ability in Preschool and Kindergarten to:

- ✓ Be more goal-directed (Edwards, 2018, p. 13)
- ✓ Control emotions
- ✓ Problem-solve
- ✓ Follow complex directions
- ✓ Comply with rules
- ✓ Internalize values/standards of behavior of others (Bronson, 2000)
- ✓ *Initiate and sustain social interactions*



❖ EMERGING lifelong process to control internal reactions to emotions and their outward expressions

❖ “There is a continuous reorganization of emotional competencies...”

(Cummings, Davies, & Campbell, 2002; Edwards, 2018, p. 13)



# Within and Across-Group Variability



**Table 1.1.** Sampling of typical milestones across developmental domains

	6 months	2 years	4 years
<b>Fine motor</b>	Transfers objects from one hand to the other	Copies straight lines and circles	Uses scissors
<b>Gross motor</b>	Begins sitting without support	Begins running	Begins to stand on one foot
<b>Expressive language</b>	Makes sounds to show emotions	Uses two- to four-word sentences	Enjoys telling stories
<b>Receptive language</b>	Responds to own name	Points to pictures when they are named	Follows three-part commands
<b>Cognitive</b>	Explores by putting things in mouth	Begins sorting by shape and color	Understands the difference between "same" and "different"
<b>Adaptive</b>	Begins to hold bottle independently	Follows directions to put away familiar items	Can pour and mash
<b>Social-emotional</b>	Knows familiar faces	Shows defiance by doing what he or she is told not to do	Prefers playing with others rather than alone

# Alignment with Growth across Domains

► Improved Mobility

*I can turn my head away from this,  
reach for my favorite teddy, or  
move closer to a trusted adult!*

► Improved Language

*I can more easily tell you how  
I am feeling or what I want!*

► Improved Cognition

*I am learning what is  
expected of me and how to  
figure out solutions!*

# Three Main Components

- ❖ Emotion Knowledge
- ❖ Emotion Expression
- ❖ Emotion Regulation

(Denham et al., 2003; Denham, 2006)

Examples (Edwards, 2018, Figure 1.5):

- ➔ A child thinking or saying, “*My brother is sad*” when seeing him cry.
- ➔ A child walking slowly and quietly to the playground even though she really wants to scream excitedly and run.
- ➔ A child who is visibly upset asking to play with the sensory toys in the *cool down* corner.



# Possible CONCERNS...

## May include *difficulty with...*

- ☐ self-soothing
- ☐ understanding/labeling emotions
- ☐ redirecting attention from distressing stimuli
- ☐ staying calm during a quiet activity
- ☐ transitioning between activities or parts of the routine
- ☐ calmly managing personal disappointment
- ☐ engaging in appropriate social interactions

(Chang, Schwartz, Dodge, & McBride-Chang, 2003; Cole, Michel, & Teti, 1994; Contreras, Kerns, Weimer, Gentzler, & Tomich, 2000; Fitzgerald, McKelvey, Schiffman, & Montanez, 2006)

# Pervasive Concern

**“...emotional and behavioral problems are among the most prevalent chronic health conditions of childhood...”** (Pastor Reuben, & Duran., 2012, p. 1)

**One of every five U.S. children and adolescents estimated to have a mental disorder that can become debilitating without intervention** (Kataoka et al., 2002)



# Social-Emotional Development (birth-5)

## Short- and Long-Term Correlates

- ☑ **More adaptive behavior** (Izard et al., 2008)
- ☑ **Positive social outcomes** (Kochanska et al., 2000)
- ☑ **Academic achievement** (Graziano et al., 2007)
  
- ☑ **Decreased marital conflict** (Dadds et al., 1987)
- ☑ **Decreased parental stress** (Levac et al., 2008)
- ☑ **Confidence in childrearing abilities** (Levac et al., 2008)
- ☑ **Birth-5 providers' self-efficacy** (Kelm & McIntosh, 2012)



# Ecological Approach

**Adults** ➡ **Emotional Development** ➡ **Behavior**



(e.g., Bronfenbrenner, 2001; Eisenberg, Cumberland, & Spinrad, 1998)

# Early Nurturing...

- ▶ **Children who do not play or who are rarely touched develop brains 20-30% smaller than normal for their age; talking and cuddling positively affect brain development** (Nash, 1997, p. 51)
- ▶ **Warm, responsive interactions contribute to children's social-emotional, executive function, language and cognitive skills** (e.g., Amodia-Bidakowska et al., 2020; Cabrera et al., 2018)
- ▶ **Affects memory, thinking, language and concept dev't, & development of a stress response system**

# Promoting Secure Attachment

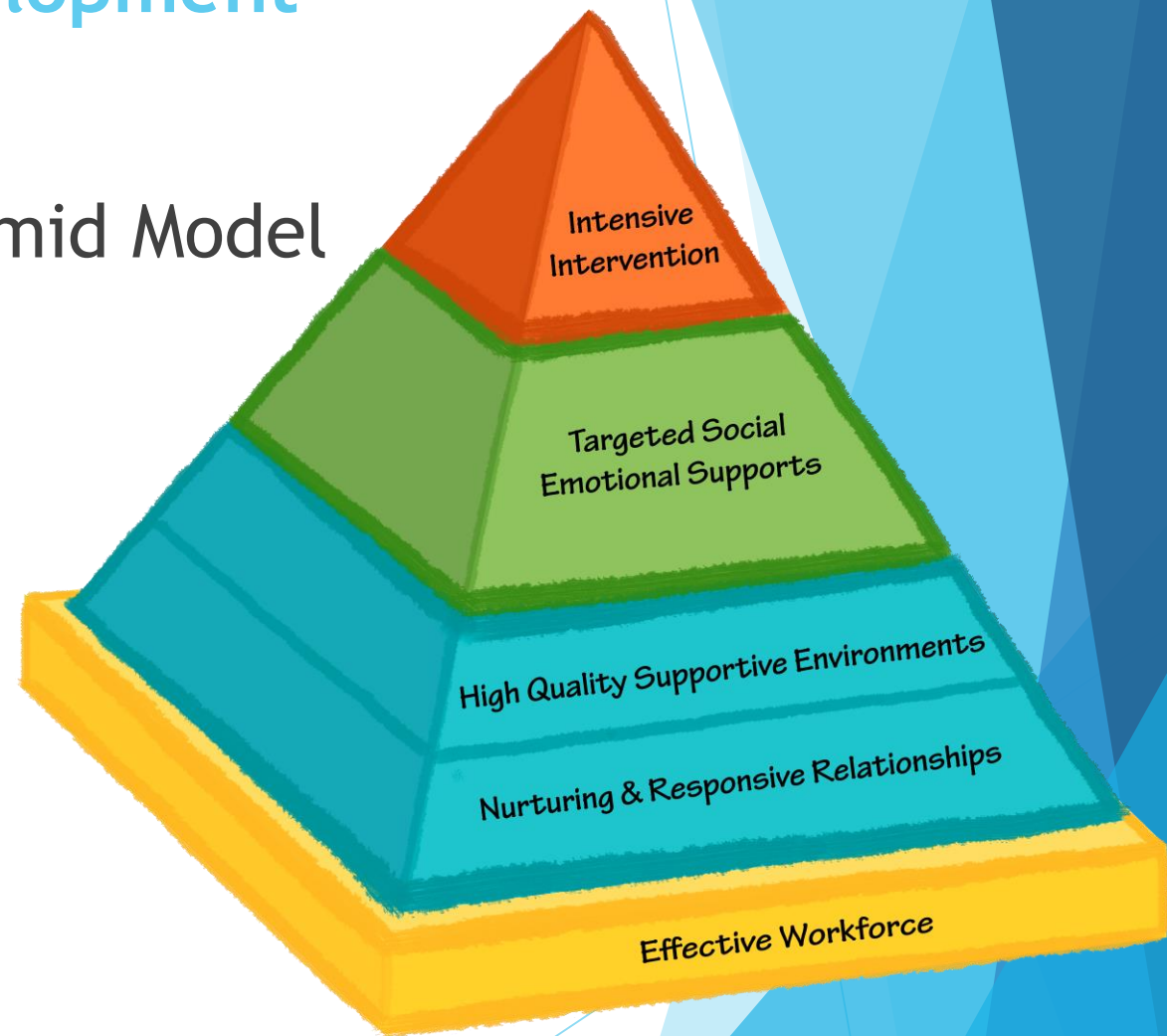
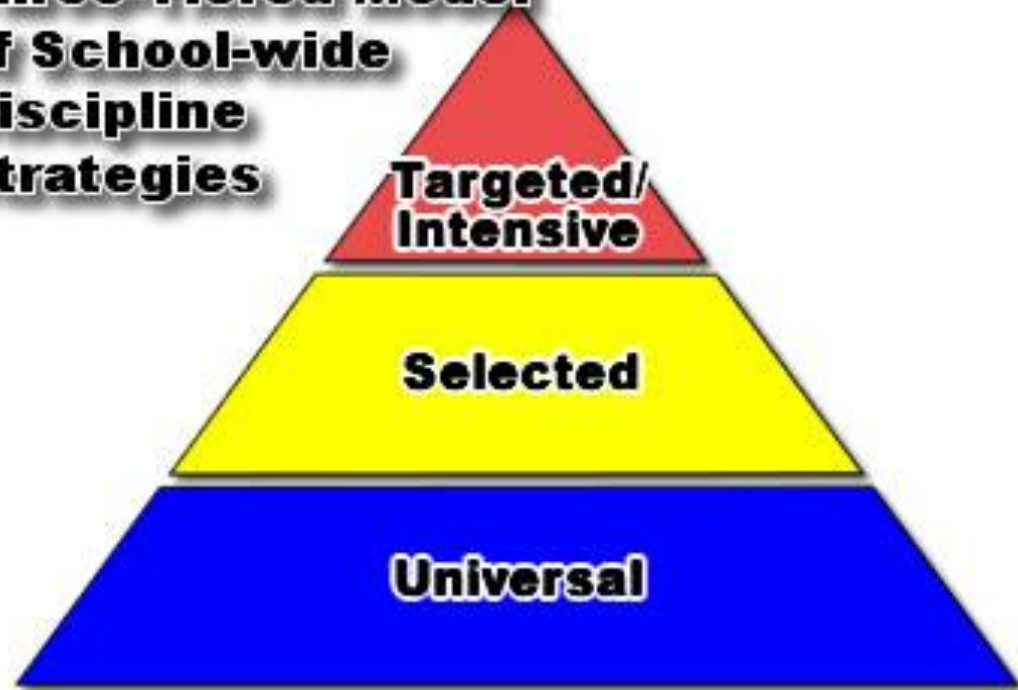
- ▶ Learn what creates secure attachment
  - ▶ Learn to understand baby's unique cues
  - ▶ Talk, laugh, and play
- ▶ **One GOAL →** to realize they can trust and rely on primary caregivers and other important people in their lives.

# Shared Accountability in Proactively Supporting Early Social-Emotional Development

## Value in \*PREVENTION\*

❖ Tier I of PBIS or lower levels of Pyramid Model

### Three-Tiered Model of School-wide Discipline Strategies



[http://positive-behavior-support.lubbockisd.org/modules/groups/group\\_pages.phtml?gid=1201926&nid=96439&sessionid=5dbc6aa8bf3e273ee82ca727eb85acd8](http://positive-behavior-support.lubbockisd.org/modules/groups/group_pages.phtml?gid=1201926&nid=96439&sessionid=5dbc6aa8bf3e273ee82ca727eb85acd8)

<https://challengingbehavior.cbcs.usf.edu/Pyramid/overview/index.html>

# Adults' Role ↔ Child's Emotions & Behavior

- ▶ **Reflect on your WORDS and TONE**

(Edwards, 2018, p. 30)

- ▶ **AVOID Rapid Suppression Approaches**

- ▶ Fail to promote lasting behavior change
- ▶ Reactive in response to a problem
- ▶ Fail to **TEACH** alternative replacement behaviors

(Edwards, 2018, p. 31; Durand, 1990; Wheeler & Richey, 2010)



# Adults' Role ↔ Child's Emotions & Behavior

- ▶ “Practitioners promote the child’s social development by encouraging the child to initiate or sustain positive interactions with other children and adults during routines and activities through modeling, teaching, feedback, or other types of guided support”

(DEC Recommended Practices, INT2)

<https://www.dec-sped.org/dec-recommended-practices>

## ▶ EMOTION COACHING:

“...responding supportively, verbally labeling emotions, using empathy, and teaching children to understand and regulate their emotions...”

(Wilson, Havighurst, & Harley, 2012, p. 57).



# Vignette from Edwards (2018, p. 36)

## Emotion Coaching in Action

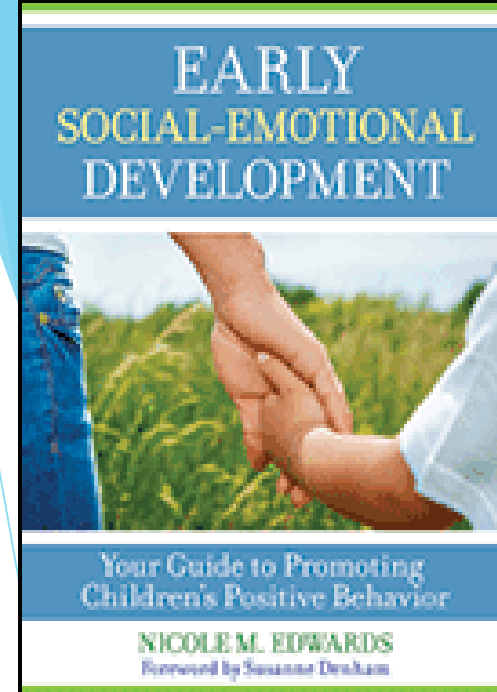
### ▶ Celebrating Caregivers' Efforts:

- ▶ **AWARENESS** of the child's emotions
- ▶ **ACCEPTING** of these emotions
- ▶ **TEACHING** more adaptive ways to help the child manage emotions



# Suggestions (Edwards, 2018)

- ▶ Be more aware of YOUR emotions by using **reflective journaling** (Figure 2.5)
- ▶ Antecedent-Behavior-Consequence Chart + Reflection (Figure 2.6, p. 45)



# Flexible REPERTOIRE of coping strategies

(Gilliom et al., 2002)

- Actively problem solve
- Seek social support
- Tolerate the intensity of aversive emotion

## Tailor Supports

*(Strengths, Needs, Preferences, Context)*

If 3-year-old Child M is upset...

→ He cries!



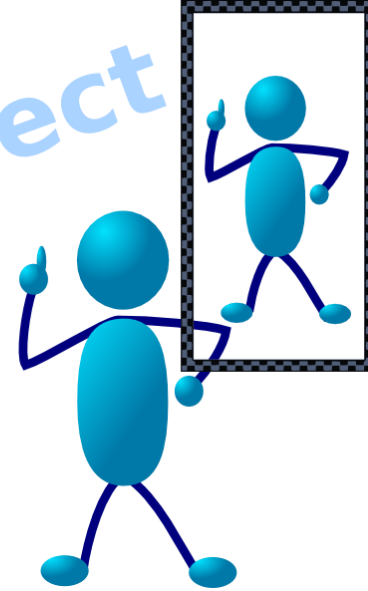
If 3-year-old Child M is upset...

- He can redirect attention by looking away (averting eye contact)
- He can walk to another part of the room
- He can redirect attention by focusing on a desired toy or activity
- He/we can possibly remove the source of stress
- He can use PICS or phrases to express himself ("Please stop; I need help")
- He can seek comfort from a trusted caregiver

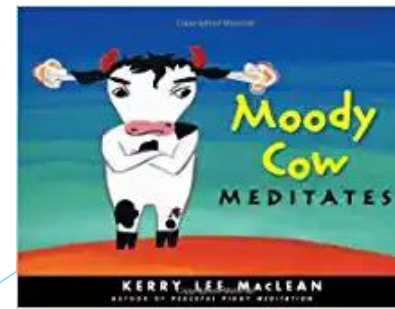
# Modeling/ Scaffolding

- *Am I responsive/supportive?*
- *Do I encourage attempts to self-soothe, cope, delay gratification?*
- *Do I offer a space to ‘stop and think’?*
- *Do I validate and label feelings?*
- *When I get upset in front of the child, do I briefly explain my feelings and model how I self-soothe?*
- *Do I use and encourage discussion of emotion-based children’s books?*

Reflect



"Mindfulness training—using age-appropriate activities to exercise children's reflection on their moment-to-moment experiences—may support the development of self-regulation..."  
(Zelazo & Lyons, 2012, p. 154)



**Poll:** Which of the following is true for you?

The background of the slide features abstract, overlapping geometric shapes in various shades of blue, ranging from light sky blue to deep navy blue. These shapes are primarily located on the right side and bottom of the frame, creating a modern, dynamic aesthetic.

# Embracing our Shared Role: Align with the Behavior's Function

Guiding Principles

75



## Common Functions of Behavior

**Problem solving:** "I was just curious about how to use my beak to open the cage door."

**Attention seeking:** "I want to fly closer to my owner!"

**Sensory stimulation:** "It feels so good to flap my wings!"

**Access to tangibles:** "I want to reach the berries on that branch!"

**Escape/avoidance:** "I don't want to stay in this small cage!"

**Play or entertainment:** "It's so fun to fly to and from my cage!"

**Figure 3.7.** Illustration of common functions of challenging behaviors.

❖ "PASTE-P" (Wheeler & Richey, 2010)  
Figure: Edwards (2018, p. 75)

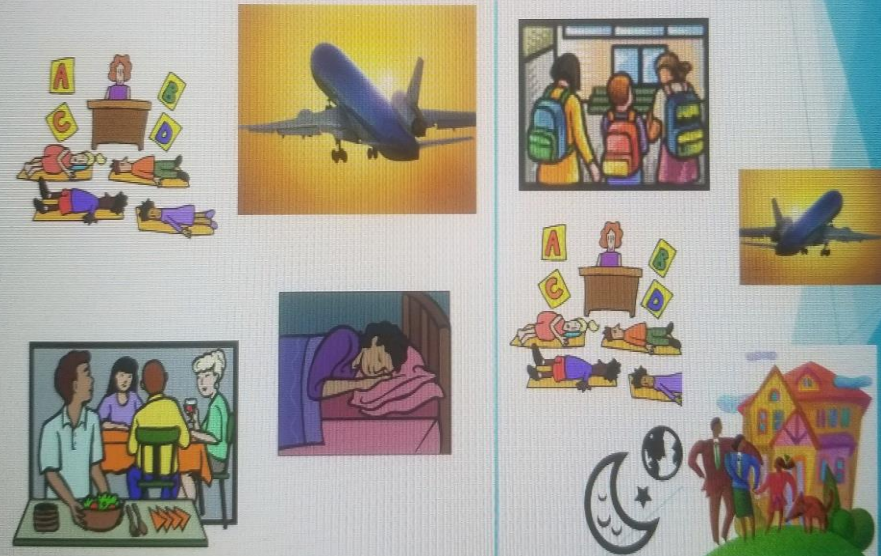
<http://archive.brookespublishing.com/documents/edwards-early-social-emotional-development-excerpt.pdf>

# VISUAL TIMELINE...

*Stick figures welcome!*

## VISUAL CUES

► Visual to understand mom's business trip...



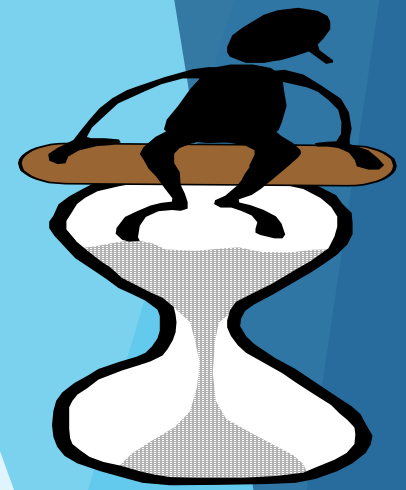


# Communicating with Key Partners!



<https://www.marcus.org/autism-resources/autism-tips-and-resources>

# Initiate Reaching Out to Families



- ▶ “I get frustrated - I keep beatin’ him; it’s a waste of time, not getting nowhere. Next day the same thing.”
- ▶ “Everyone tells me to beat them and that’s not the right answer - [telling me to hit them] with belts...” (Edwards, 2010)
- ▶ “I have a problem with my emotions and my behavior so if I get more info on it, I’d be open.”
- ▶ “[I feel] isolated... [I get] a little bit of help over a long time - waiting lists, far away appointments... [I am] at my breaking point, sometimes where I just break down and cry - his behavior adds to it... I ain’t got a whole lot of answers on how to cope and stuff.”

--- Mothers from a Head Start program  
(Edwards, 2010, 2012)

**“...She’s just going through a phase, she’s only 4, she’ll grow out of it - not going over the edge, not hurting everybody. If she gets older, if she hasn’t grown out of it by 10, then I’d be more willing to get help from someone else, but I don’t want to jump the gun...”**

**“... it is important to work more closely with the adults and parents in students’ lives by coaching them and skill building with them...” -**  
Teacher candidate taking a PBS course  
(Edwards, 2018)



# Vignette from *My Book* (Edwards, 2018, p. 147)

## *Seeing is Believing*

*How would you respond?*

- ▶ What does the provider do to ensure the parental caregiver feels **supported, respected, and empowered**?

# DIRECT FAMILIES TO LOCAL AND WEB-BASED RESOURCES

- ▶ <http://archive.brookespublishing.com/documents/Edwards-5-steps.pdf>
- ▶ <https://blog.brookespublishing.com/4-ways-to-support-social-emotional-growth-in-young-children/>



**“...sometimes you feel you’re the only parent going through what you’re going through and you feel isolated - like you’re the only one and the supports aren’t there.”**

## **5** Steps to help caregivers use **positive interventions**

It’s important for caregivers to be prepared when responding to problematic or concerning behaviors in their young children. Use the tips and sample language below when providing guidance for using positive interventions.

- 1 Acknowledge caregivers’ difficult emotions and review the value of positive intervention.**  
“When your child misbehaves, you may feel any number of reactions: frustration, irritation, anger, or concern. As upset as you may be, remember—this is a good time to teach or guide your child to better handle similar situations in the future.”
- 2 Encourage caregivers to consider what their child is communicating through challenging behavior.**  
“Think about what your child is trying to tell you. For example, screaming might communicate, ‘I don’t want to go to bed!’ Crying might communicate, ‘I can’t do this by myself!’ Kicking the table might communicate, ‘I want someone to pay attention to me!’”
- 3 Discuss specific strategies the caregiver can use to communicate effectively with their child.**  
“Help your child feel supported by staying calm, bending down to your child’s eye level, and validating feelings by giving words that seem to fit the situation. For example, If your child is crying while struggling to do something ask, ‘Do you need help? Are you feeling frustrated?’”
- 4 Explain how the caregiver can model specific adaptive behaviors and self-regulation strategies for their child.**  
“Help your child by modeling ways of calming down (but perhaps looking slightly away so as not to give attention for screaming). I can provide you with strategies to self-soothe and appropriately handle and express emotions when upset.”
- 5 Explain how the caregiver can discuss the situation with their child after the fact, in a developmentally appropriate way.**  
“Only after your child has calmed down, and when you are calm, talk about what happened. If you would like, I can recommend age-appropriate ways you can do so with your child.”

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Learn more and order ▶ <http://bit.ly/EarlySocEmotDev>



# DIRECT FAMILIES TO LOCAL AND WEB-BASED RESOURCES

## The Technical Assistance Center on Social Emotional Intervention for Young Children (TACSEI) Backpack Connection series

- teachers and caregivers working together to help young children develop social emotional skills and reduce challenging behavior.

<https://challengingbehavior.cbcs.usf.edu/Implementation/family.html>



**PARENTS ACKNOWLEDGE**  
**IMPORTANCE OF PARENT-TEACHER**  
**COLLABORATION**

*(Quotes from Urban Head Start Mothers)*

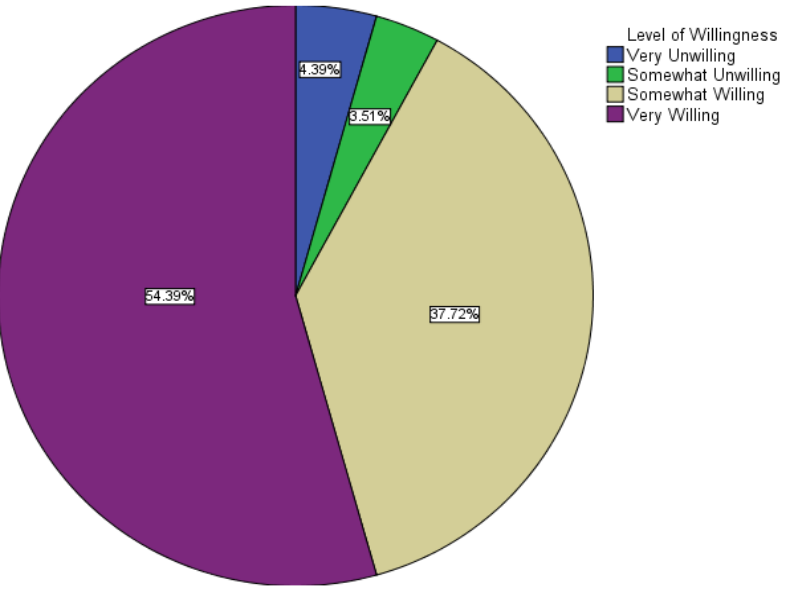
*“[Moms provide] the building blocks, [but the] teacher has a huge impact on behavior. I gave him the tools and teacher’s fine tuning them.”*

*“[Mothers are] around the child more - [her] mom from day one; teachers can only do too much - mom has to [carryover] or the habit will start today; if the mom is not teaching the same thing, they’re not going to get better.”*

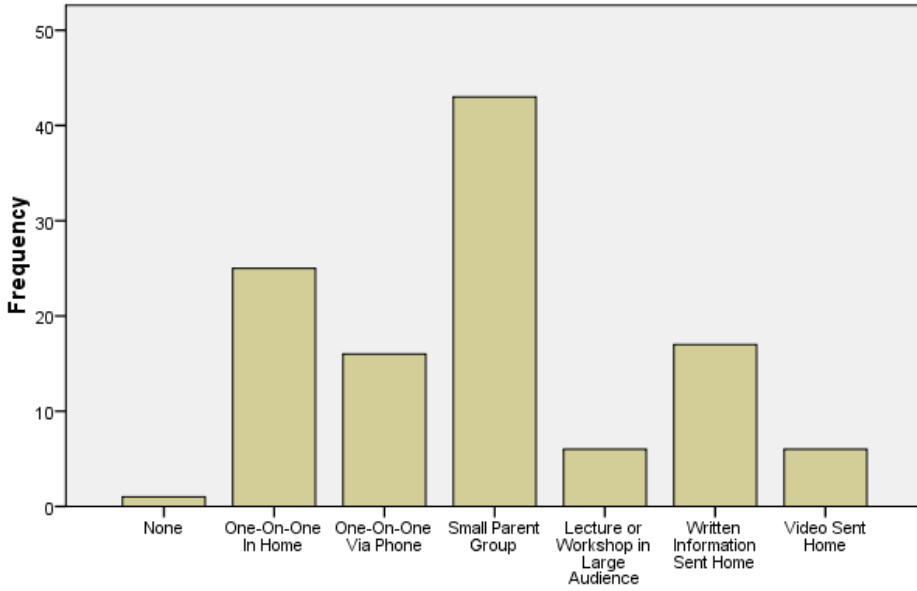
*“Teachers show behavior [when it comes to] education - how to learn. And parents teach behavior and morals, how to present yourself - [it’s] a package deal when it all comes together.”*

*“[The teaching staff has been] very helpful; [I’ve spoken to the] behavior therapist, teachers ... - they’re wonderful to the parents - a blessing in my life.”*

Willingness to Modify Parenting Behavior If Encouraged by a Parent Educator



Most Preferred Avenue of Parent-Focused Support to Address Preschoolers' Behavior and Emotional Development



Avenues of Support Proposed to Head Start Mothers



# Sampling of Relevant Resources

## READINGS (Birth-5 Social-Emotional Learning)

- DEC – position statement on challenging behavior: <https://www.decdocs.org/position-statement-challenging-beha>
- Infographic: <https://brookespublishing.com/wp-content/uploads/2020/09/5-Classroomwide-Practices-to-Improve-Behavior.pdf>
- “Emotions: Synthesis” available at <http://www.child-encyclopedia.com/emotions/synthesis>
- Book ➔ *Early Social-Emotional Development: Your Guide to Promoting Children’s Positive Behavior* (Edwards, 2018) - <http://archive.brookespublishing.com/documents/edwards-early-social-emotional-development-excerpt.pdf>
- Prevent-Teach-Reinforce for Young Children: <https://products.brookespublishing.com/Prevent-Teach-Reinforce-for-Young-Children-P659.aspx>

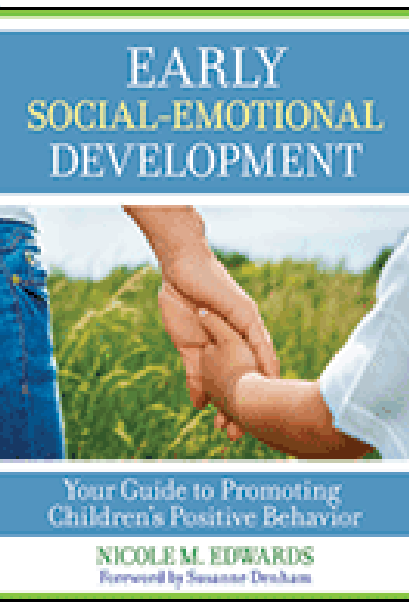
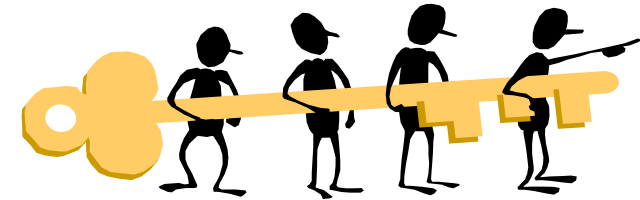
## WEBSITES (Birth-5 Social-Emotional Learning)

- Positive Behavior Support: <http://www.pbis.org/>
- National Center for Pyramid Model Innovations: <https://challengingbehavior.cbcs.usf.edu/>
- Center on the Social and Emotional Foundations for Early Learning: [http://csefel.vanderbilt.edu/resources/what\\_works.html](http://csefel.vanderbilt.edu/resources/what_works.html)
- Technical Assistance Center on Social Emotional Intervention: [www.challengingbehavior.org](http://www.challengingbehavior.org)
- Center for Early Childhood Mental Health Consultation: Georgetown University Center for Child and Human Development: <http://www.ecmhc.org/TTYC/index.html>
- Center on the Developing Child, Harvard University: [http://developingchild.harvard.edu/resources/multimedia/videos/inbrief\\_series/inbrief\\_executive\\_function/](http://developingchild.harvard.edu/resources/multimedia/videos/inbrief_series/inbrief_executive_function/)
- Center for EC Mental Health Consultation: <http://www.ecmhc.org/temperament/IT3.php?infant>
- Templates for Tracking Behavior Concerns: <http://www.pbisworld.com/data-tracking/>;
- Functional Analysis Screening Tool (FAST) document: <http://www.iu1.k12.pa.us/special/files/lea/2009-03-19/FAST.pdf>
- Backpack Connection series; TACSEI <https://challengingbehavior.cbcs.usf.edu/Implementation/family.html>
- Behavior Replacement List: <http://wordpress.oet.udel.edu/pbs/forms-and-tools/tier-3-intensive-tools>

## VIDEO CLIPS (Birth-5 Social-Emotional Learning)

- [https://www.youtube.com/watch?v=MVFwbWZCi3g&feature=emb\\_logo](https://www.youtube.com/watch?v=MVFwbWZCi3g&feature=emb_logo)
- <https://www.youtube.com/watch?v=yRKpNaVaP84> —How to Calm Young Children Down in Minutes
- <https://www.youtube.com/c/CosmicKidsYoga> - Breathing techniques and mindfulness

# THOUGHTS/ QUESTIONS?

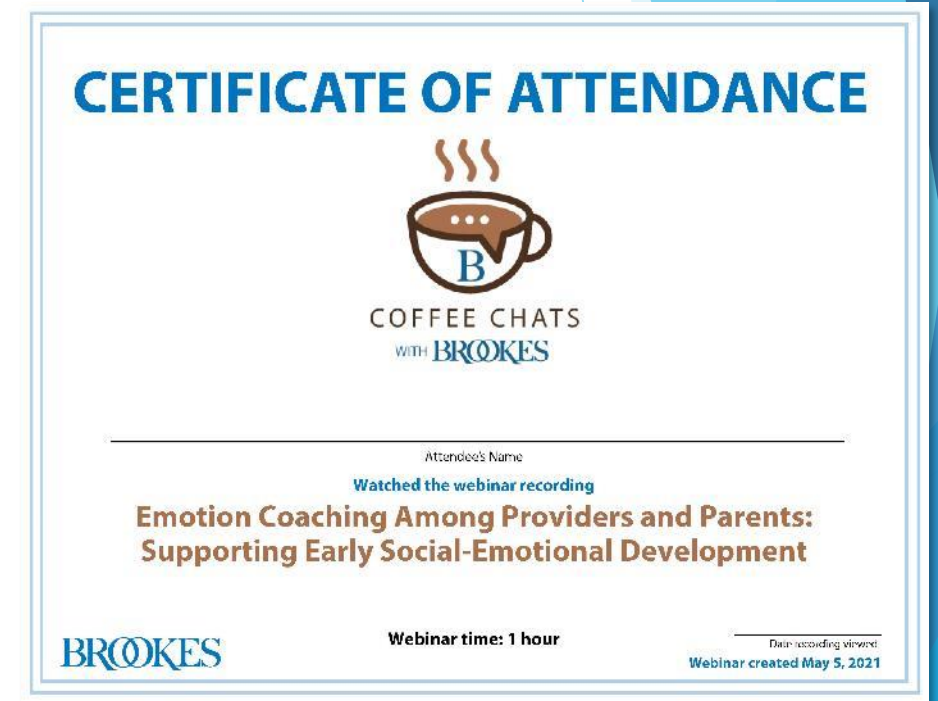


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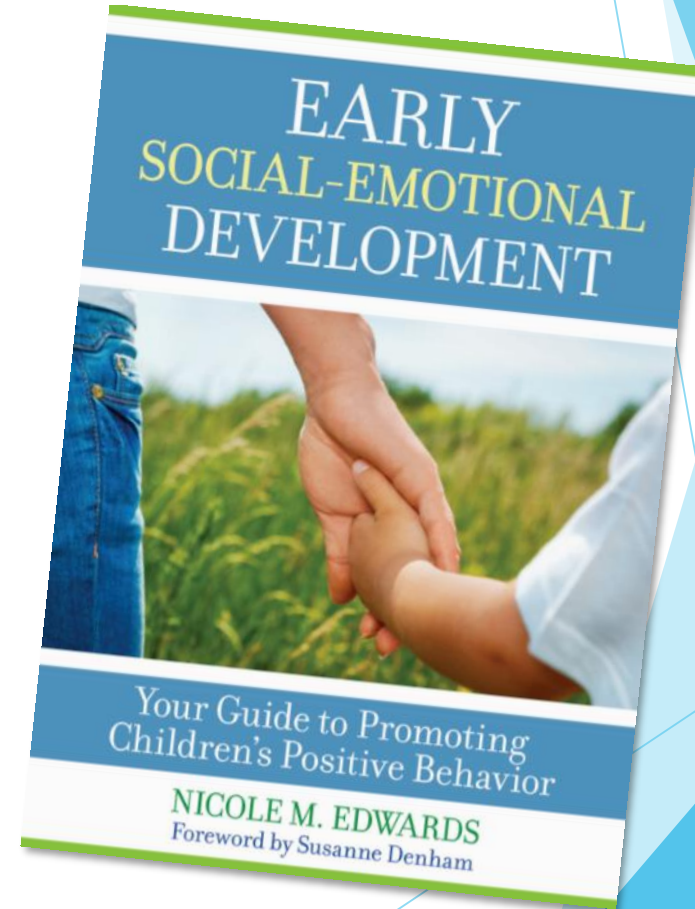
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- Downloadable resources
- Professional development webinars

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