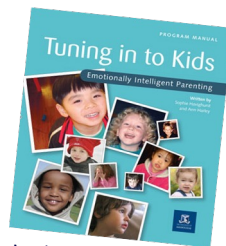


The influence of early childhood teachers on children's emotional development: Tuning in to Kids in the preschools

Professor Sophie S. Havighurst



International Symposium on Theory and
Practice of Early Child Education and
Early Intervention

Taiwan

15th April, 2023

Tuning in to
Kids

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Overview of presentation

- What is TIK?
- Theoretical background
- TIK Program content
- Research evaluation
 - Overview of studies
 - Early years trials
- Other uses of TIK
- Workshop exercises



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Acknowledgements

- Program authors: Sophie Havighurst and Ann Harley. Additional authors Christiane Kehoe and Katherine Wilson
- Research Team: Sophie Havighurst, Christiane Kehoe, Ann Harley, Nikki Boswell, Abby Zang, and many other research team members, collaborators and students
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What is Tuning in to Kids?



***Tuning in to Kids (TIK)* is an evidence-based program that helps parents, carers and teachers assist children in learning about emotions while building a close and supportive relationship.**

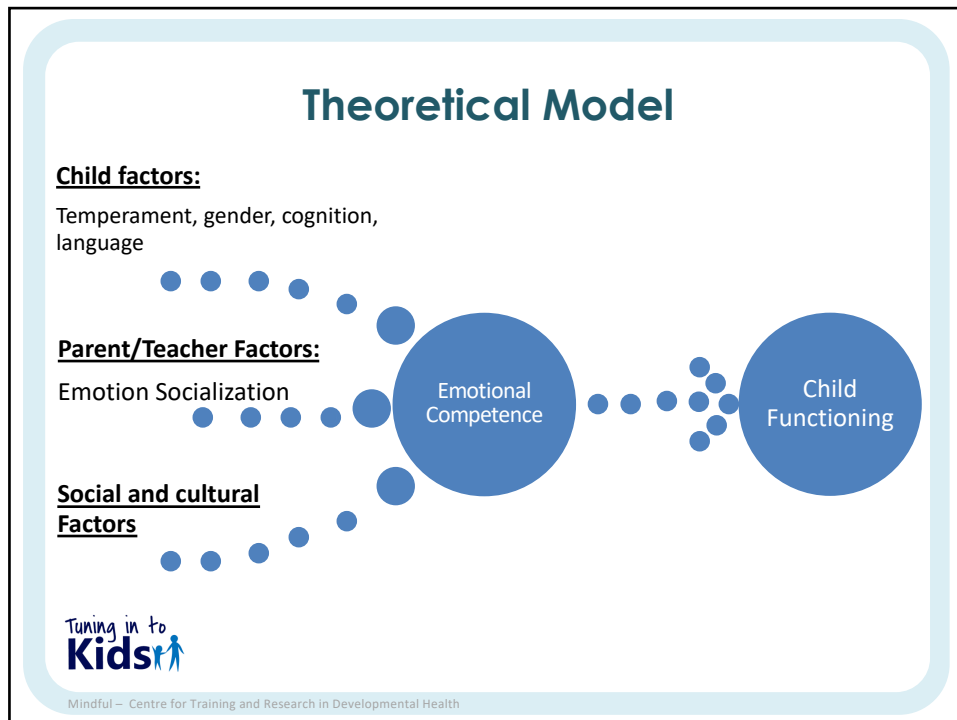
Evidence has been established over 20 + years, across cultures and different countries, with 15 years of dissemination.



<http://www.cebc4cw.org/program/tuning-in-to-kids-tik/detailed>

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Emotion socialization

- How parents/teachers respond to children's emotions shapes children's emotional competence and behaviour
- Depends on parent/teacher's understanding and regulation of emotions
- Parenting styles (Gottman et al., 1996)
 - emotion dismissing
 - emotion coaching
- Emotion coaching communicates to children they are valued and respected
- Builds connection and closeness

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Research Evidence

- Children who are emotion coached are more likely to:
 - Cope better with emotional challenges/transitions
 - Have better cognitive abilities and academic functioning
 - Have stronger social skills
 - Have fewer externalising and internalising problems
 - Have fewer physical illnesses

Eisenberg et al, 1998;2020; Havighurst et al 2010, 2013; 2015;
Johnson et al., 2017; Katz & Maliken, 2013

- The greatest benefit are for children with higher levels of:
 - Negative reactivity
 - Externalising behaviour (particularly at a young age)
 - Internalising behaviour

Denham et al, 2000; Duncombe et al 2012; Kehoe et al 2020

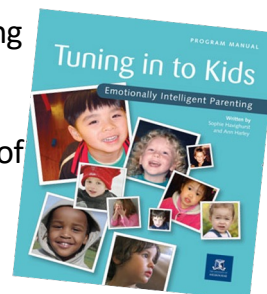


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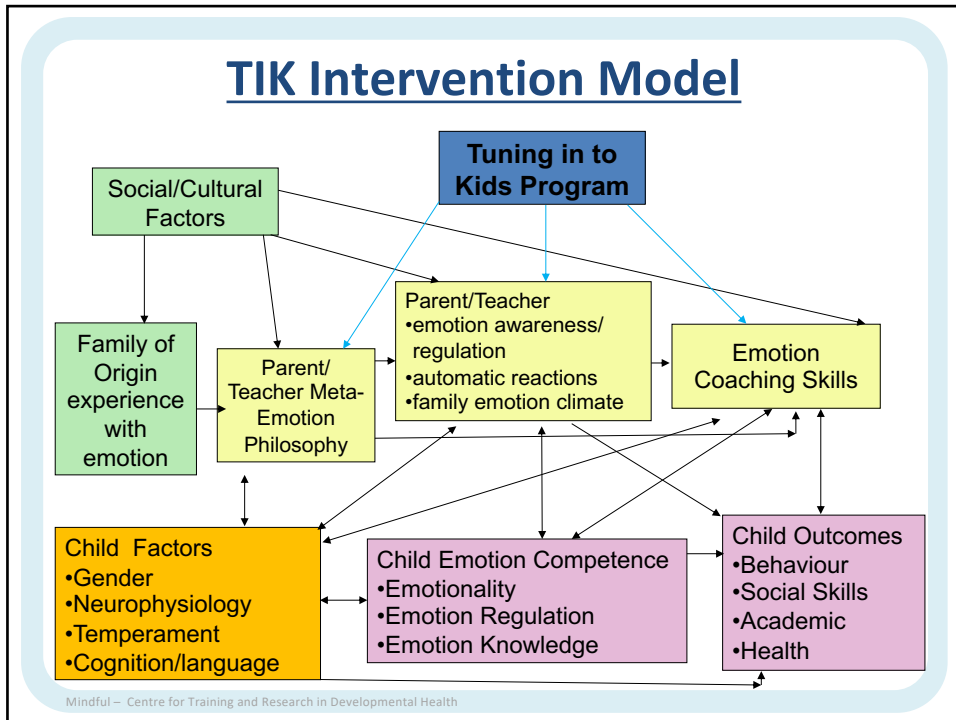
What is Tuning in to Kids (TIK)?

- Program for parents/carers/teachers
- Manualised delivery in group/1:1/online
- 6-10 weekly sessions or whole day training
- Targets emotion socialization:
 - Emotion awareness/regulation
 - Meta-emotion philosophy and family of origin: role in automatic reactions to emotions when parenting
 - Emotion Coaching skills
- Changes in parents/teachers facilitate children's emotional competence that has beneficial outcomes for child, parents, wider system

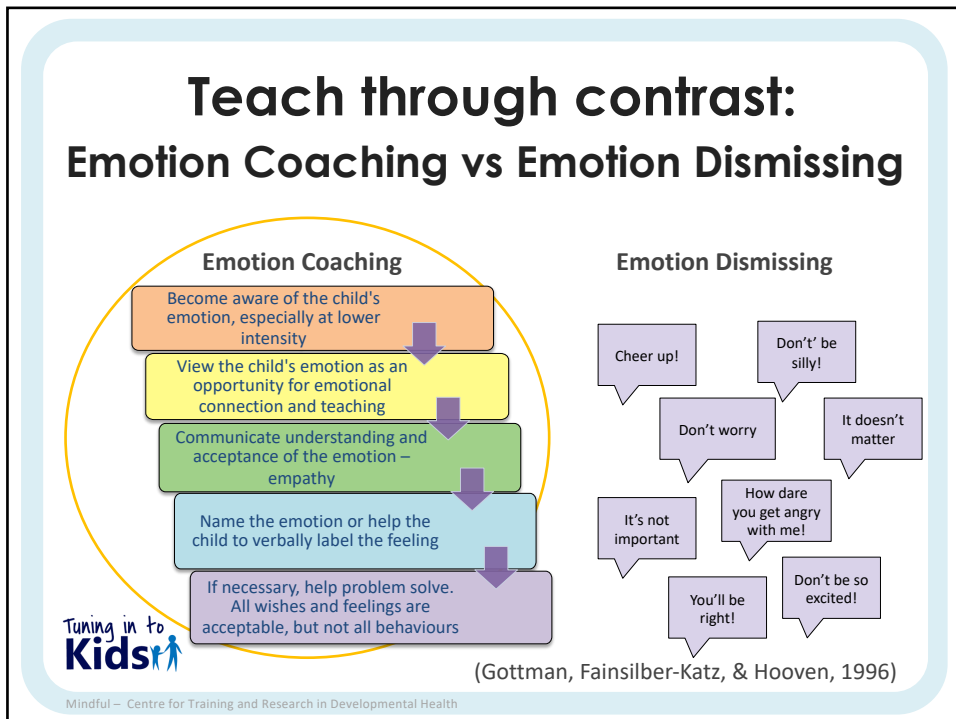


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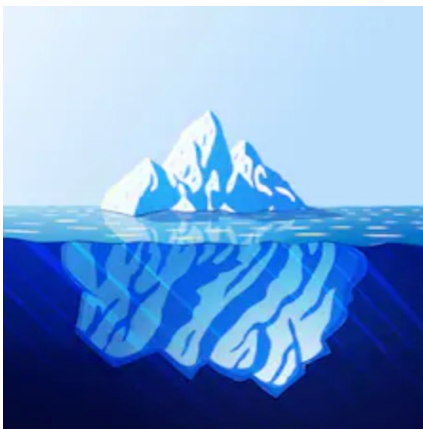
Emotion Dismissing VS Emotion Coaching DVD demonstration



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Emotions underlie behaviour



Surface behaviours:

- Shouting, yelling, tantrums
- Withdrawal
- Distress and crying

Underlying emotions:

- Sad, lonely, hurt
- Worried, scared
- Jealous
- Frustrated, irritated



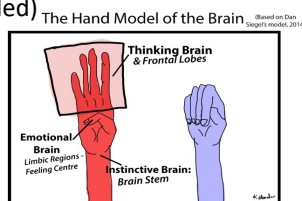
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The hand model and emotion coaching

Is the lid down?

- All 5 steps of emotion coaching can be used:
 - Notice
 - Connect
 - Empathise
 - Name emotions
 - Problem solve/limit set (if needed)



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<http://www.youtube.com/watch?v=DD-lfP1FBfk>

Dan Siegel talking about the hand model

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Empathy

- Empathy:
 - Perspective taking
 - Listen without judgement
 - Connect with this feeling
 - Communicate understanding
- Parents/teachers learn to step into the child's shoes
- Use the Emotion Detective
- Empathy is both verbal and non-verbal



Bréne Brown on 'What is empathy?'

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Empathy Statements



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- You love playing with that toy
 - You're having such fun!
- Wow that makes me happy too!
 - Oh, dear...
 - That really hurts!
 - That's scary
 - Yikes!!
 - Oh, how sad
 - You couldn't find me!
- Oh, you're really upset!
 - You want one too!
 - It's tricky!
- I'd be angry too if I got left out
 - Gosh, how annoying!
 - That'd make me mad too!
 - I know. It's so hard to wait!
- Yes, it's difficult to make that work.

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Building an Emotion Vocabulary

- From early in development it is helpful for parents to name emotions with children
- Naming emotions shifts an experience from the emotional brain to the cognitive brain
- Gives children distance from felt experience
- Helps children internalise parents' words
- Assists with emotion regulation



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Separating feelings from behaviours

Saying you are angry
Yelling (but not in class or threatening)
Kicking a ball
Running fast
Breathing deeply
Hitting a cushion
Stomping your feet
Ripping up paper

Anger, rage, jealousy, hate, irritation, frustration


↓

All feelings are okay


Some behaviours are okay

Some behaviours are NOT okay

Depends on the context



Hitting, spitting, biting or hurting people/animals
Kicking the wall
Breaking things
Swearing
Calling names
Threatening
Running away



Reference: PATHS program – Greenberg et al., 1995

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Emotion regulation for children

Build in a pause:


- Breathing – slow big breaths or candle breathing
- Count to ten
- Do Turtle
- Take a break (own room, calming tent, safe space)
- Reflexes (walking, swallowing, big breaths, clench/release, stress balls)
- Secure base objects
- Cool down temperature (cold drink, suck on ice, move to a cooler room, take off extra clothes)
- Attend to senses, textured objects
- Imaginary heroes


Letting off steam

- Physical exercise (run, walk, swim, kick a ball, punch a cushion, jump on a trampoline, totem-tennis)
- Yell your anger down the plughole and rinse away,
- Sing, bang a drum or listen to loud music
- Rip up newspaper
- Twist a towel
- Have a good cry
- Tell someone how you feel

Soothe and calm

- Slow breathing, have a bath or a shower
- Quiet time alone or connect with a cuddle
- Rock on a swing or hammock
- Wrap up tight in a blanket or weighted blanket
- Calming music
- Be out in nature
- Read anger books
- Relaxation exercises, medication, 'The Noodle'






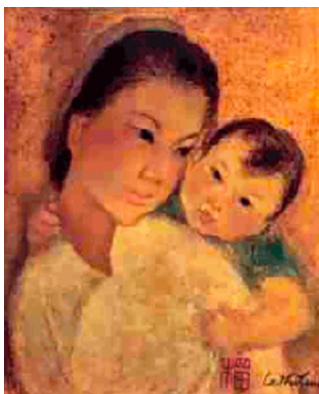
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TIK Evidence base



- Over 20 years of evidence
- Many RCT's with parents/carers/teachers; in community and clinical samples
- Tuning in to Teens
- Tuning in to Toddlers
- Dads TIK
- TIK-Kindergarten
- Trauma-focused TIK
- Chronic illness
- Online - TIKOL
- Whole School Approach




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Research Evidence

<p><u>Toddlers - Tuning in to Toddlers (TOTS)</u></p> <ul style="list-style-type: none"> • Pilot study • RCT efficacy trial • TOTS – Norwegian clinical trial <p><u>Preschool - Tuning in to Kids (TIK)</u></p> <ul style="list-style-type: none"> • Pilot, RCT efficacy and effectiveness trials • RCT clinical efficacy trial • Case studies with anxious children • Dads TIK pilot and RCT efficacy trial • Pilot with child care workers • Norwegian Pilot plus RCT effectiveness • German pilot • Swiss RCT • Iranian RCT pilot • Turkish RCT pilot • Chilean pilot • Hong Kong RCT effectiveness • TIK Kindergarten pilot studies • TIK Norwegian Kindergarten RCT • TIK Together – both parents 	<p><u>School aged - Tuning in to Kids (TIK)</u></p> <ul style="list-style-type: none"> • Effectiveness with conduct problems - RCT • Comparison of TIK & Triple P for conduct problem children – RCT • Children with chronic illness – RCT • Trauma-focused pilot study • The BIG TIK: Comparison of online, 1:1, group for children with behaviour problems • Rochester, NY – RCT clinical trial FASD • TIK in Norwegian schools <p><u>Tuning in to Teens (TINT)</u></p> <ul style="list-style-type: none"> • Pilot and 2 RCT's for Efficacy • TINT Qualitative study • New Jersey adoption/kinship carers • TIK- Brains • Whole School Approach (Australia, USA, NZ) • Residential Care pilot study • German RCT cf with a behavioural program • NZ CAMHS RCT
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International Journal of Environmental Research and Public Health

Article

A Preliminary Evaluation of the Cultural Appropriateness of the Tuning in to Kids Parenting Program in Germany, Turkey, Iran and China

Sophie S. Havighurst^{1,2}, Rachel Chou³, Ayca Ulker^{4,5}, Nantje Otterpohl¹, Fatome Aghaie Meyhodi^{6,7}, Forough Edrissi^{8,9}, Chen Qiu¹⁰, Kathy Karman Shum¹⁰, Alessandra Radovin¹, Dana A. Hoss¹ and Christiane E. Kehoe¹

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Abstract: Background: Parenting interventions based on emotion socialization (ES) theory offer an important theoretically driven approach to improve children's emotional competence and behavioral functioning. Whether such approaches are effective in different cultural contexts, and whether the methods of delivery used are appropriate and acceptable, is an important empirical question. This paper reports on the preliminary evaluation of an ES parenting intervention, Tuning in to Kids (TIK), in Germany, Turkey, Iran, and China. Pilot studies of TIK have been conducted in each country with

Keywords: Tuning in to Kids - Anxiety - Preschool - Children - Mothers - Parenting program

Frontiers in Psychology

A Pilot Study of a Parent Emotion Socialization Intervention: Impact on Parent Behavior, Child Self-Regulation, and Adjustment

Rene Plaster (plaster@unimelb.edu.au), Sophie S. Havighurst (sophie.havighurst@unimelb.edu.au), Dana A. Hoss (dana.hoss@unimelb.edu.au), Alessandra Radovin (a.radovin@unimelb.edu.au), Kathy Karman Shum (kathy.karman.shum@unimelb.edu.au), Fatome Aghaie Meyhodi (f.meyhodi@unimelb.edu.au), Nantje Otterpohl (n.otterpohl@unimelb.edu.au), Rachel Chou (r.chou@unimelb.edu.au), Forough Edrissi (f.edrissi@unimelb.edu.au), Chen Qiu (c.qiu@unimelb.edu.au), Dana A. Hoss (d.hoss@unimelb.edu.au), and Christiane E. Kehoe (c.kehoe@unimelb.edu.au)

OPEN ACCESS

Abstract: Adequate emotion regulation in children is crucial for healthy development and is influenced by parent emotion socialization. The current pilot study aimed to test, in the first time in a South-Eastern European country, whether an emotion-focused intervention, Tuning in to Kids (TIK), had positive effects on parent emotion-related socialization behaviors (ESRBs), and children's self-regulation, anxiety, and externalizing behavior problems. The objectives of this study were to evaluate the effectiveness of the parenting program with 20 parents of preschool children aged 3–5 years with a child with emotional/behavioral difficulties. At baseline and 8 months after the intervention included parent report questionnaires on parent ESRBs and child adjustment, as well as an observer of children's self-regulation assessed with two behavioral tasks. The Emotional Control Task (ECT) and the Attention Preference Task (APT) results showed a significant increase in parent emotion coaching behavior and an uncontrolled significant decrease in parent report of child externalizing problems in intervention participants compared to controls. The behavioral data showed an uncontrolled significant improvement in child emotion regulation in the control condition compared to the intervention condition, with mothers of children with externalizing control reported from baseline to follow-up for both conditions but were not significantly different between conditions. These findings

Keywords: Tuning in to Kids - Chinese parenting - Emotion coaching - Intervention - Preschool children

Tuning in Kids

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ORIGINAL PAPER

A Pilot Study of the Tuning in to Kids Parenting Program in Iran for Reducing Preschool Children's Anxiety

Forough Edrissi^{1,2}, Sophie S. Havighurst¹, Ayma Aghaiebat³, Mojtaba Habib⁴, Abbas Majidi Arani⁵

Received: 29 June 2022
 Accepted: 12 August 2022
 Published: 20 August 2022

Abstract: Tuning in to Kids (TIK) is a group parenting program that targets parent emotion socialization (emotional awareness and regulation, meta-emotion and emotion coaching skills) to improve children's functioning. The aim of this pilot study was to investigate the effectiveness of this program when used with parents of anxious preschool children. **Methods:** The study used a randomized controlled design. Fifty-six mothers of children who scored one standard deviation above the mean on the parent report of the Preschool Anxiety Scale (PAS) were randomly assigned to intervention (n = 28) or control (n = 28) conditions. Participants in the intervention condition attended the 8-session TIK program followed by two booster sessions at monthly intervals thereafter. Post-intervention and 6-month later the PAS was re-administered to participants in both conditions. **Results:** Mixed Repeated Measures ANOVA analysis showed a significant difference between participants in the two conditions on parent-reported anxiety at post-intervention and 6-month follow-up. Clinical significance analysis showed 80% of the intervention group in comparison to 10% of the control group had parent-reported change into the normal range for anxiety scores. These findings remained stable at 6-month follow-up (95% compared to 25%). **Conclusion:** The study suggests that the TIK program shows preliminary effectiveness when used in Iran with preschool children with anxiety.

Keywords: Tuning in to Kids - Anxiety - Preschool - Children - Mothers - Parenting program

Cultural Adaptations of TIK

- Australia, NZ, USA, Canada, UK, Hong Kong, China, Norway, Germany, Switzerland, Iran, Turkey, Russia, Chile, Taiwan, Malaysia, Thailand with translations in 15+ languages
- Individualistic and collectivistic cultures using TIK
- Adaptation addresses cultural differences in:
 - Changes to methods of delivery, e.g., role plays
 - Emotional expression varies as does emotion language
 - Emotional reactivity varies
 - Responses to anger
 - Family of origin – both how they respond and how different this approach is to FOO

Tuning in Kids

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EARLY EDUCATION AND DEVELOPMENT
https://doi.org/10.1080/10409289.2022.2160617

Routledge
Taylor & Francis Group

Sjåland et al. BMC Psychology (2023) 11:107
https://doi.org/10.1186/s40359-023-01061-4

BMC Psychology

A Randomized Controlled Trial of an Emotion Socialization Intervention in Norwegian Kindergartens

Sophie S. Havighurst^{a*}, Maud Edvold^b, Ida Tidemann^b, Evalill Bolstad^c, Hanne Holme^c, Marit Bergum Hansen^c, Hege Cecilie Eikseth^{c,d}, and Egil Nygaard^d

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RESEARCH ARTICLE **Open Access**

Qualitative evaluation of “Tuning in to Kids” in Norwegian Kindergartens

Wilde Randen Skjåland¹, Sophie Seychelle Havighurst², Egil Nygaard³ and Inger Lise Teig³

Abstract
Background From January to June 2020, 22 FUS kindergartens across Norway implemented Tuning in to Kids for Kindergarten Teachers (TK-KT) as part of a randomized control trial (RCT). Between the evaluation of an intervention and use of it in daily practice, a research-to-practice gap can often occur. The theory of planned behavior constituted the theoretical basis for the qualitative interviews that were administered to explore these gaps. This study aimed to explore motivation among kindergarten staff regarding the implementation of TK-KT.
Methods Participants from the FUS kindergartens RCT were part of the current study. A stepwise deductive inductive strategy was used in the thematic content analysis. The data were from eleven semi-structured telephone interviews with kindergarten leaders and teachers. Codes from interviews before and after implementation were grouped based on thematic connections, and code groups were further combined into themes. The Consolidated criteria for reporting qualitative research were used as a reporting standard.
Results The interviews resulted in four main themes: (1) understanding the rationale of implementation, (2) “aha”-experiences, (3) the research-to-practice gap and (4) the main motivation. Kindergarten leaders and teachers expressed positive attitudes toward the intervention ideas and motivation to practice emotion coaching skills and toward implementing TK-KT both before and after implementation.
Conclusion Kindergarten leaders’ and teachers’ motivation for implementation came from having a good understanding of the ideas of Tuning in to Kids for Kindergarten Teachers (TK-KT), experiencing moments of “aha” regarding the intervention, not being held back by practical issues, and working toward their ultimate goal, the wellbeing of the children. These findings have implications for future implementation of TK-KT and other mental health-promoting interventions and guide further areas of research to examine implementation mechanisms.
Trial registration The study was registered with the Clinical Trials Registry (NCT03985124), June 13th, 2019.
Keywords Tuning in to Kids for Kindergarten Teachers, Motivation, Implementation science, Emotion coaching

ABSTRACT
Research Findings: Early childhood workers (ECW’s) play a pivotal role in shaping children’s emotional competence. This study examined the efficacy of Tuning in to Kids for Kindergarten Teachers (TK-KT) used with CLASS observations to improve ECW’s emotion socialization, kindergarten emotional climate and children’s functioning. Five hundred and forty-eight ECW’s and leaders from 49 Norwegian kindergartens (children 1–5years) were cluster randomized into intervention or control. Senior employees from intervention kindergartens received a two-day TK-KT training. ECW’s participated in a one-day training to learn emotion socialization skills and then ECW’s received supervision to use emotion coaching with the children. Baseline and 10-month follow-up measures included questionnaires with ECW’s and parents, and observations of kindergartens. Compared to controls, intervention ECW’s reported a significant decrease in emotion dismissing and distraction, and a significant increase in emotion coaching. Intervention but not control kindergartens were observed to have significantly increased positive climate, teacher sensitivity, regard for student/child perspective, and behavior guidance. There was no change in parent reported child behavior; however, floor effects at baseline and a short follow-up during the COVID pandemic may have made change difficult to detect. **Practice or Policy:** These findings provide preliminary support for use of TK-KT as a universal intervention.
Trial Registration: Clinical Trials Registry No. NCT03985124

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The intervention focus

- Teachers support/guide children to understand/manage emotions: emotional competence (Denham et al., 2017)
- Teachers with emotion regulation difficulties are less supportive of children's emotional competence and more likely to be emotionally dismissive (Jennings & Greenberg, 2009; Montgomery & Rupp, 2005)
- Meta-analyses: SEL programs in kindergarten have small to medium effect sizes on children's social, emotional and behavioral functioning (e.g., Strong Start: Kramer et al., 2010; First Friends: Randall, 2003)
- Emotion coaching in schools (Rose et al., 2015) but not kindergarten



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Rationale for Norwegian Kindergarten Trial

- In Norway 85.4% of 1- and 2-year-olds and 97.3% of 3- to 5-year-olds attended kindergartens
- Kindergarten is a place where many emotions are experienced by children
- An opportunity for learning emotional competence and delivery of prevention
- **But** minimal training for kindergarten teachers in responding to children's emotions



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Key Components of the Program

- Teachers learn emotion coaching and how to tune in to children's emotions
- Reflection and labelling of emotions
- Non-verbal responses to emotions
- Empathy and validation
- 'Sitting with' emotions
- Links to neurophysiology and brain development
- Impact of emotion dismissiveness/criticism
- Family of origin reactions
- Teacher emotion awareness, regulation and self-care
- Problem solving
- Discipline versus punishment



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Non-verbal ways of emotion coaching

- Young children often don't need words to emotion coach
- Sometimes we need to 'sit with' their emotions
- Use non-verbal ways of supporting emotions by not talking when they are experiencing strong emotions and have 'flipped their lid'
- Consider how you can zip up your mouth and sit on your hands
- Physical comfort is often important in helping them to calm
- Touch, stroking and holding can be important ways to help a child to calm and feel safe and secure
- Remain calm, breathe slowly, be present and accepting
- Helps the child 'move through' the emotion
- Role of attachment is to help child with 'down regulation'



See if you can 'sit with emotions' rather than always trying to solve them.



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CLASS observation

- Structured observation method developed to assess classroom quality
- Current study: CLASS toddler and CLASS pre-k
- Measures the domains of emotional support, classroom organization and instructional support

(Pianta et al., 2008; La Paro et al., 2012)

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CLASS

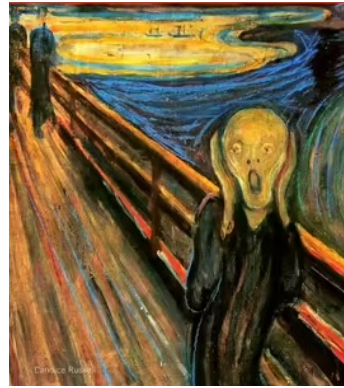
- Leaders/lead pedagogue trained in CLASS
- Used at start of project in all kindergartens
- Feedback on CLASS given to intervention kindergartens only
- Follow-up CLASS (10-months later) in all kindergartens

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Intervention Delivery

- CLASS observation training for resource person
- TIK 2-day training for leader and resource person
- CLASS 1-day training all employees
- TIK 1-day training for all employees
- Supervision – average 8 sessions
- TIK Booster for leader and resource person



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Supervision with teachers

- Start with reflection on the week
- Use of the emotion coaching diary
- What worked? What challenges have they had in using emotion coaching?
- Do a role play comparing emotion dismissing and emotion coaching
- Guide teachers - balance encouragement and praise with correction and shaping their skills
- Focus on slowing down/pausing, empathy and reflection, avoid moving to problem solving or giving advice too fast



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Measures	Sample
<p>Baseline Aug 2019; follow-up June 2020</p> <p>Teacher report</p> <ul style="list-style-type: none"> Coping with Toddlers Negative Emotion Scale – Teacher Version (CTNES-T: Spinrad et al., 2007) <p>Observation of kindergarten classes</p> <ul style="list-style-type: none"> The Classroom Assessment Scoring System (CLASS: Pianta et al., 2009) <p>Parent report of children’s functioning</p> <ul style="list-style-type: none"> Brief Problem Monitor (BPM: Achenbach et al., 2011) 	<p>Baseline data from:</p> <ul style="list-style-type: none"> 48 leaders (98% total) 498 teachers (50% total) 201 CLASS observations (100% total) 777 parents (22% total) <p>Follow-up data from:</p> <ul style="list-style-type: none"> 100% leaders 68% teachers 98% CLASS 55% parents

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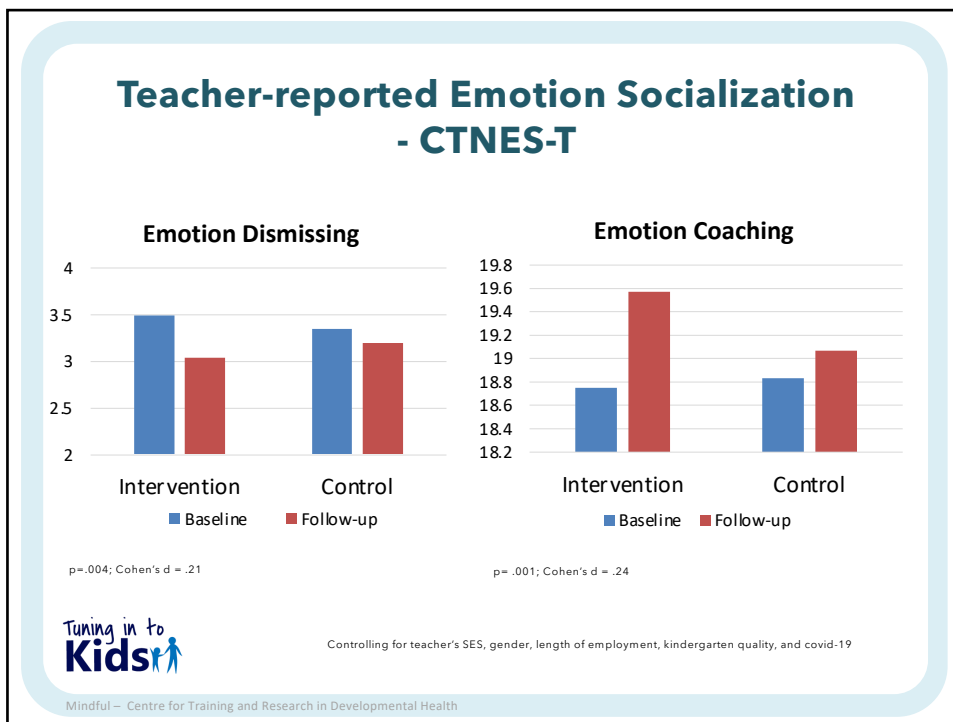
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Analyses
<ul style="list-style-type: none"> Multilevel mixed models analyses Examined time by group interactions Included the clustering effect of kindergarten and kindergarten class Controlling for teacher SES, teacher gender, length of employment, kindergarten quality, and covid-19 Effect sizes using Cohen’s d - .20 = small, .50 = medium, and greater than .80, = large (Cohen, 1988).

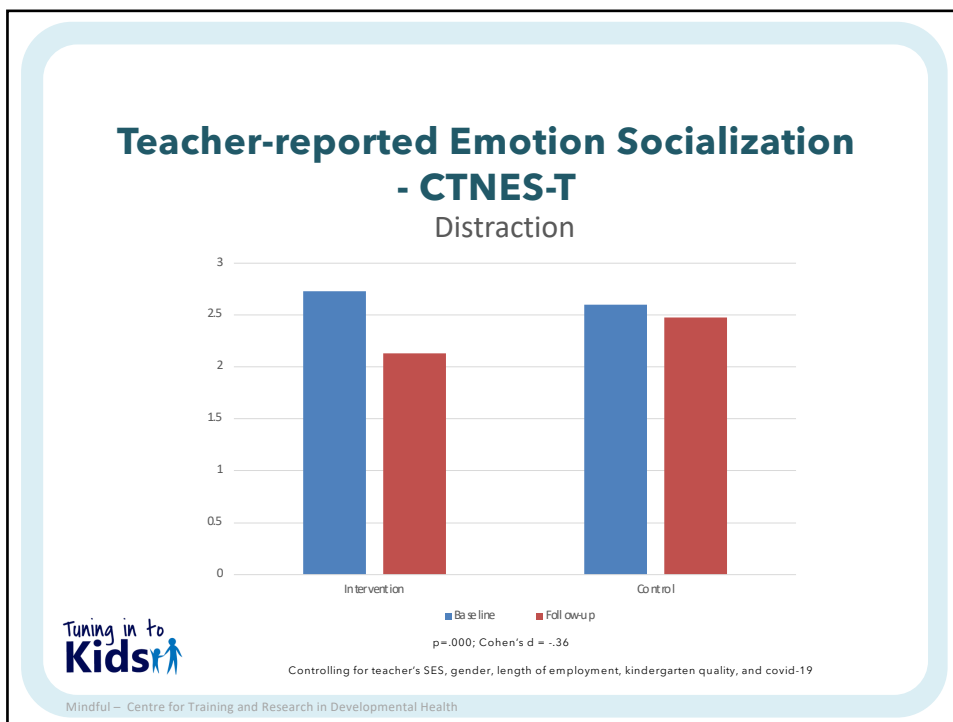
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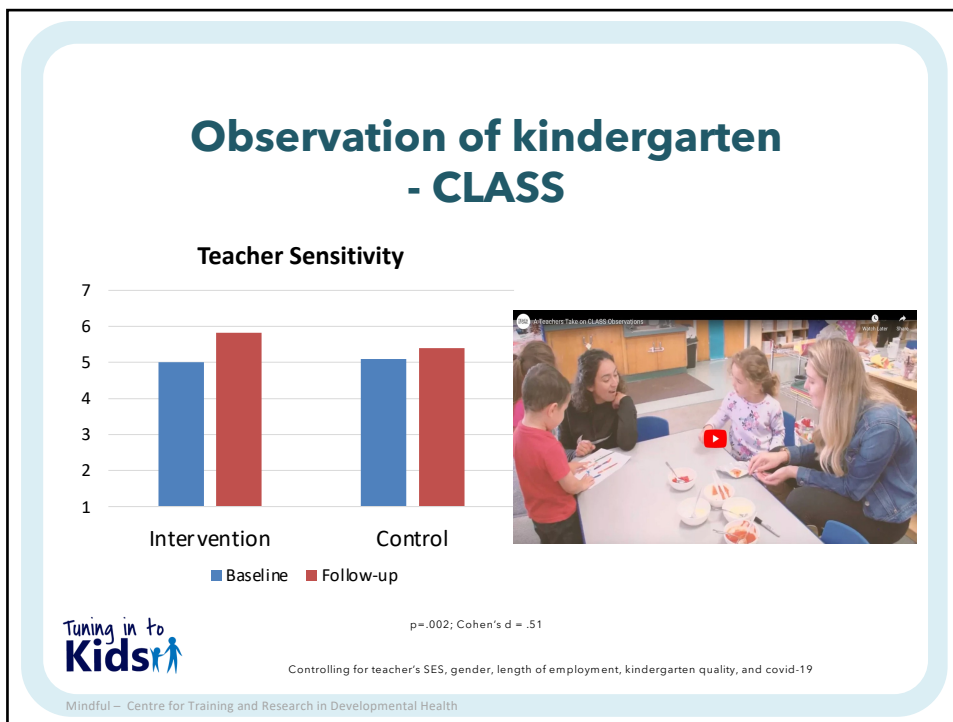
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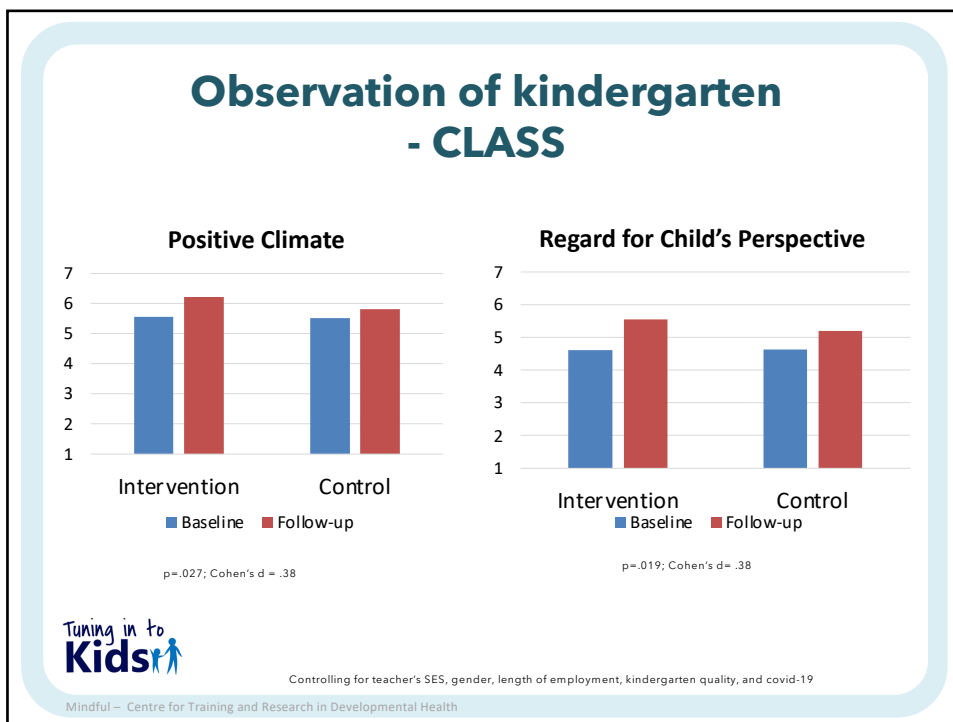
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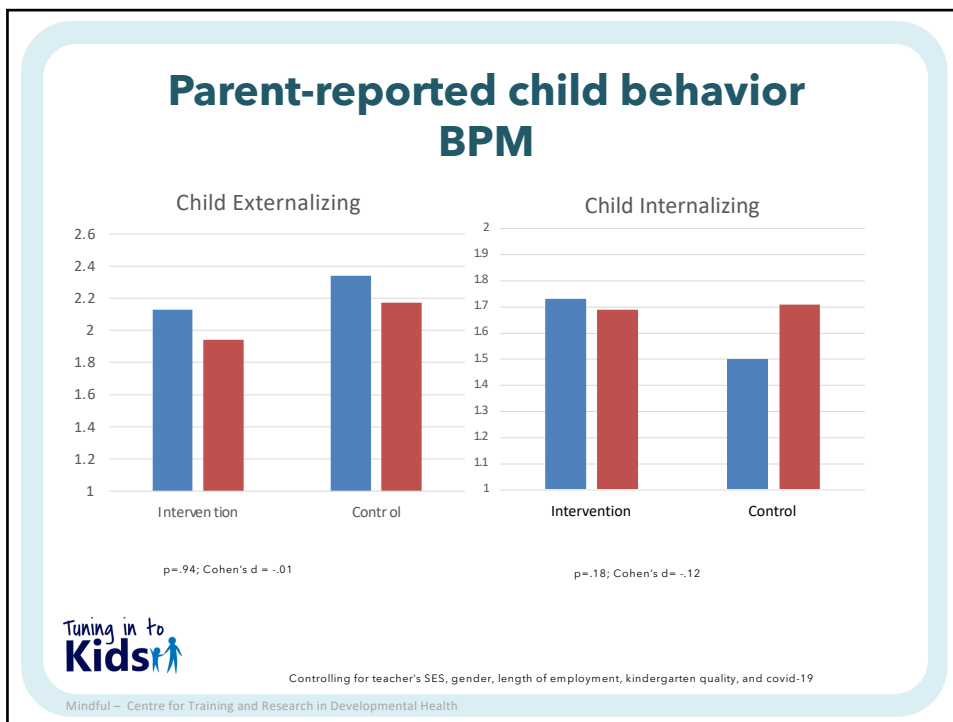
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Costs for TIK FUS Intervention

Intervention component	Economic cost estimate			
	Costs for project	Cost per kindergarten (n=22)	Cost per class (n=88)	Cost per worker (n=524)
CLASS 4-day training	422 000 NOK	19 182 NOK	4795 NOK	13 188 NOK (n=32)
TIK 2-day training	281 000 NOK	12 773 NOK	3193 NOK	6386 NOK (n=44)
CLASS teacher 1-day training	1 126 000 NOK	51 182 NOK	12 795 NOK	2346 NOK (n=480)
TIK teacher 1-day training	436 000 NOK	19 818 NOK	4955 NOK	908 NOK (n=480)
TIK boosters	140 000 NOK	6364 NOK	1591 NOK	3182 NOK (n=44)
Total Intervention cost	2 405 000 NOK	109 318 NOK	27 330 NOK	4590 NOK
	US\$230,300	US\$10,470	US\$2,580	US\$440

US\$440 **per worker** to decrease emotion dismissing for teachers with a small effect size ($d'=.21$)

US\$2580 **per class** to increase teacher sensitivity with a medium effect size, and increase positive climate with small effect size

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Conclusions

- Teachers are open to learning emotion coaching
- Teachers reduced dismissiveness and distraction; increased emotion coaching
- CLASS observations: greater teacher sensitivity, regard for the student's perspective, positive climate
- Importance of implementation support – teachers are less likely to use emotion coaching without practice
- Costs were minimal for increasing teacher's emotion coaching and CLASS sensitivity
- What were the key components of the intervention? Leader support; CLASS; TIK; Supervision?
- Limitations: CLASS a measure plus part of intervention, insufficient time with teachers (supervision varied from 2 – 16 sessions), COVID-19, low response from parents.
- Booster sessions for teachers; parent seminars

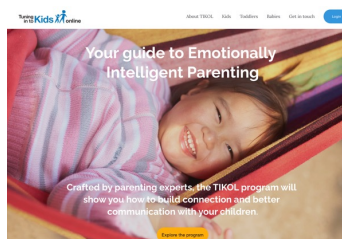


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Tuning in to Kids OnLine (TIKOL)

- 10 x modules: Average watching time – 8 weeks
- Talk to camera, role plays, parent's experiences of TIK, worksheets and exercises
- Engagement: Support calls + Modules
- $N = 168$ (89 TIKOL; 79 Control)
- Targeted behaviour problems (BP)
- Engagement predicted \downarrow BP
- Outcomes:
 - \downarrow emotion dismissing ($d=.64$)
 - \uparrow empathy ($d=.21$), emotion coaching ($d=.21$)
 - \downarrow child behaviour problems ($d=.54$), anxiety ($d=.37$)
- <https://tuningintokids.org.au/parents/tikol-information/>



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WORKSHOP EXERCISES



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Exercise 1: Emotion Coaching Scripts (2 per break-out room – 5-7 minutes)

Goal: This exercise aims to help teachers see the difference between emotion dismissing and emotion coaching.

In pairs go through the 1 or 2 scripted role plays. Try to act out the roles as much as possible.

One person plays the child; one the teacher

1. Start by reading the dismissive script
2. Then share how it felt to be the child and the teacher
3. Next read the emotion coaching script
4. Share how it felt to be the child and the teacher

Feedback and discussion



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Exercise 2: Non-verbal Emotion Coaching (2 per break-out room – 5-7 minutes)

Goal: This exercise aims to help teachers to use non-verbal ways of emotion coaching

- Introduce yourselves.
- Each person think about a recent emotional experience they have had (sad, angry, scared, jealous, guilty etc).
- Each take turns. One person thinks of their experience and shows as much of the feeling without words.
- The other person is to try to emotion coach without words. Use your facial expression, body movements, tone of voice, posture, or sounds to mirror the emotion.
- When finished discuss what it felt like to be emotion coached without words. What was it like to be the emotion coach?



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