
Facts & Stats

Number of children supported since 2021 – more than 39.

Number of sessions held since 2021 – more than 300

Number of Parent wellbeing drop ins – more than 40

Number of biscuits purchased and consumed by children –

Too many to count



Introduction

As I near the end of my ELSA training I thought it might be useful to explain the role. ELSAs are Emotional Literacy Support Assistants. We receive training from Educational Psychologists to support the emotional development of pupils in school. ELSAs have regular professional supervision from Educational Psychologists every year to retain their accreditation.

ELSA sessions will begin officially in September on a Wednesday afternoon.

Nurture

Our lovely nurture sessions have proved to be a positive experience for all the pupils who have been involved. Sessions typically run Monday and Tuesday afternoons. The children have a focus topic which changes each half term. Each session begins with an introduction, rating of our wellbeing and catch up before looking at a book or video for the theme.

The children then complete activities that fit with the topic.

Term	Topic
Autumn 1	Emotions and Feelings
Autumn 2	Confidence and Self-Esteem
Spring 1	Growth Mindset
Spring 2	Social Skills and Friendships
Summer 1	Mindfulness
Summer 2	Transitions

We are so thrilled with the feedback from pupils and parents/carers. Thank you!

Topic to be covered in this newsletter is Emotion Coaching, this were heavily covered during my initial training sessions. I will look at different topics in each newsletter. Let me know if there is anything you would like to see include.

Emotion Coaching

As Dr. John Gottman explains in [Raising an Emotionally Intelligent Child](#), “good parenting involves emotion.” For parents, emotional intelligence means being aware of your child’s feelings and being able to empathize, soothe, and guide them.

When it comes to raising children, what parenting behaviours make the difference? As a research-psychologist studying parent-child interactions, Dr. Gottman has spent much of the past fifty years looking for the answer to this question. Working with research teams at the University of Illinois and the University of Washington, his studies involved lengthy interviews with parents, talking about their marriages, their reactions to their children’s emotional experiences, and their awareness of the role emotion plays in their lives.

The results tell a simple yet compelling story. They have found that most parents fall into one of two broad categories: those who give their children guidance about the world of emotion and those who don’t. They call parents who get involved with their children’s feelings “Emotion Coaches.”

They have identified four types of parents and the effects of this parenting style on their children:



The Dismissing Parent

- Treats child’s feelings as unimportant, trivial
- Disengages from or ignores the child’s feelings
- Wants the child’s negative emotions to disappear quickly
- Sees the child’s emotions as a demand to fix things
- Minimizes the child’s feelings, downplaying the events that led to the emotion
- Does not problem-solve with the child, believes that the passage of time will resolve most problems

Effects of this style on children: They learn that their feelings are wrong, inappropriate, not valid. They may learn there is something inherently wrong with them because of the way they feel. They may have difficulty regulating their emotions.

The Disapproving Parent

- Displays many of the Dismissing Parent's behaviours, but in a more negative way
- Judges and criticizes the child's emotional expression
- Emphasizes conformity to good standards of behaviour
- Believes negative emotions need to be controlled
- Believes emotions make people weak; children must be emotionally tough for survival
- Believes negative emotions are unproductive, a waste of time

Effects of this style on children: Same as the dismissing style.

The Laissez-Faire Parent

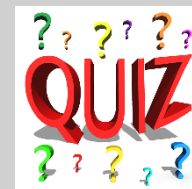
- Freely accepts all emotional expression from the child
- Offers little guidance on behaviour
- Does not set limits
- Believes there is little you can do about negative emotions other than ride them out
- Does not help child solve problems
- Believes that managing negative emotions is a matter of hydraulic, release the emotion and the work is done

Effects of this style on children: They don't learn to regulate their emotions. They have trouble concentrating, forming friendships, and getting along with other children.

The Emotion Coach

- Values the child's negative emotions as an opportunity for intimacy
- Is aware of and values her or her own emotions
- Sees the world of negative emotions as an important arena for parenting
- Does not poke fun at or make light of the child's negative feelings
- Does not say how the child should feel
- Uses emotional moments as a time to listen to the child, empathize with soothing words and affection, help the child label the emotion he or she is feeling, offer guidance on regulating emotions, set limits and teach acceptable expression of emotions, and teach problem-solving skills

Effects of this style on children: They learn to trust their feelings, regulate their own emotions, and solve problems. They have a high self-esteem, learn well, and get along well with others.



Curious about which style of parenting you are? Take the quiz

<https://www.gottman.com/blog/what-style-of-parent-are-you/>

As with everything, very rarely are we one style, depending on the day we can slide between styles. It is not realistic to think we can be emotion coaching parents all the time. The goal is simply to be good enough!!!!