

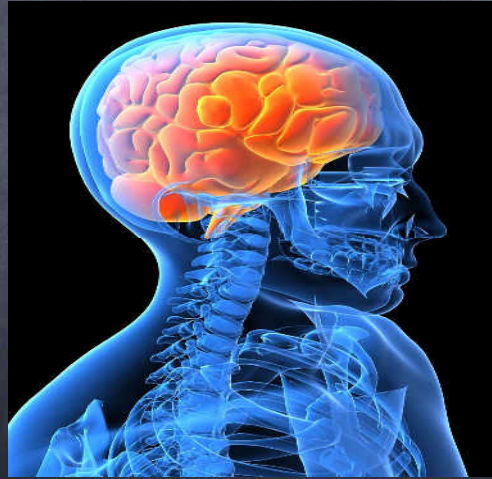
PATHS® Online Training

Feelings Lessons, Feelings Faces, Emotion
Coaching

Agenda

- The Brain's role in feelings: Amygdala, Prefrontal Cortex, left and Right Hemisphere, Mirroring
- Language and Emotion
- PATHS® and Feelings lessons
- Emotion Coaching

The Human Brain



The Amygdala



Amygdala Work Out!



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What is the feeling?



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What is the feeling?



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How'd you do?

- fine
- bored
- angry
- happy
- disgusted
- sad
- generous
- frustrated

Mirroring



Limbic Synchrony



Left/Right Hemispheres & the Importance of Language



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Language and Emotion

Verbalizing our feelings makes our sadness, anger and pain less intense by altering brain activity



Labeling the emotion "Frustrated"

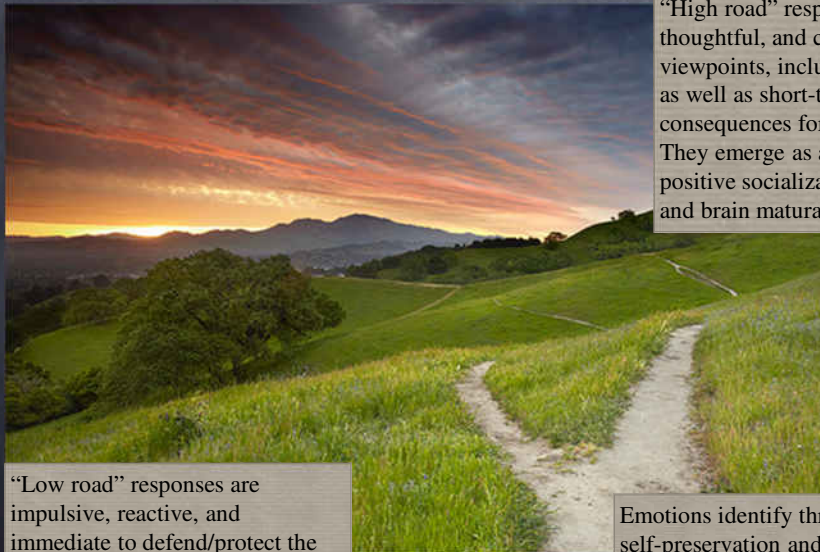
Decreased Amygdala
Increased Right Ventro-lateral Pre-Frontal Brain

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Amygdala/Pre-Frontal Cortex



Low Road VS High Road

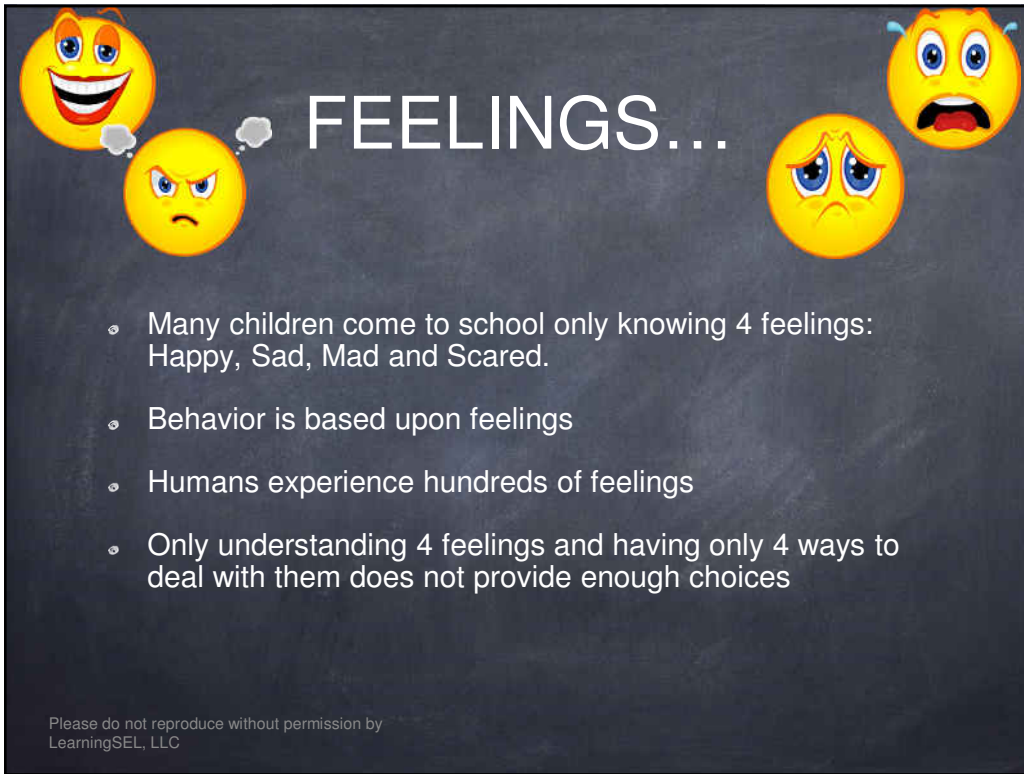


“High road” responses are thoughtful, and consider multiple viewpoints, including long term as well as short-term consequences for self and other. They emerge as a function of positive socialization experiences and brain maturation

“Low road” responses are impulsive, reactive, and immediate to defend/protect the self.

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Emotions identify threats to self-preservation and motivate action.



FEELINGS...

- Many children come to school only knowing 4 feelings: Happy, Sad, Mad and Scared.
- Behavior is based upon feelings
- Humans experience hundreds of feelings
- Only understanding 4 feelings and having only 4 ways to deal with them does not provide enough choices

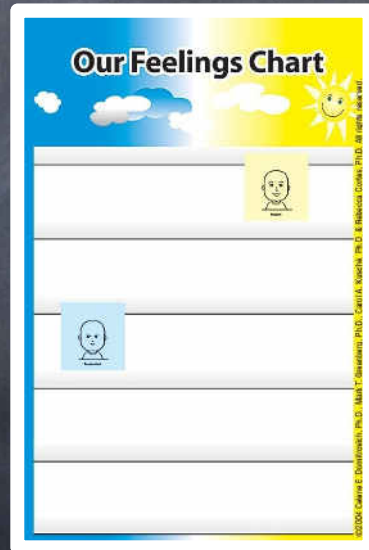
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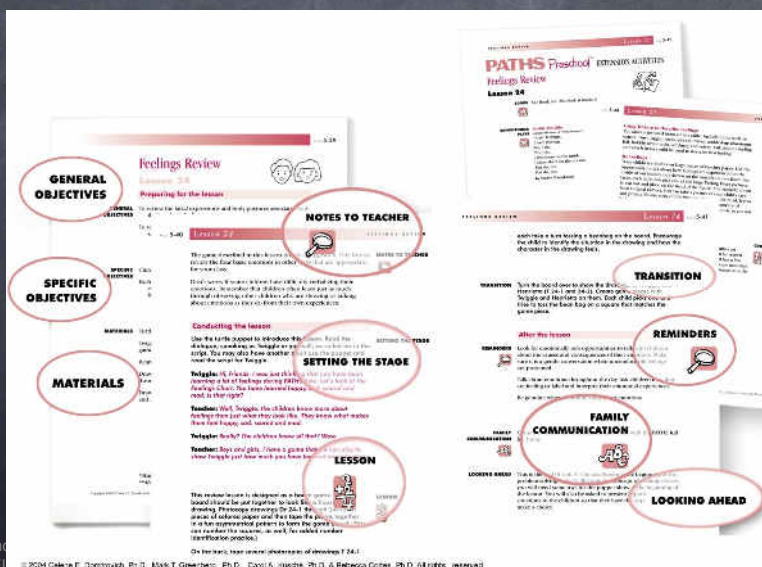
We all have feelings.
All feelings are OK.
Emotions and Behaviors are different.
Feelings are important.
Feelings are personal.
Feelings change.

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Materials for Fostering Emotional Understanding



Basic Lesson Format



Core Elements of a Feelings Lesson

1. Provide a simple definition. For example, "Happy is the way we feel, when we are glad about something or enjoy something. We can feel happy for a lot of reasons."
2. Reinforce that all feelings are OK and later in the curriculum, determine if the emotion is comfortable or uncomfortable.
3. Show photographs and/or drawings of people displaying the emotion and discuss facial and body cues.
"How do you know that she feels that way?"
4. Show drawings of situations that typically elicit the feeling.
4. Have the class label the facial expression and practice imitating the facial expression.
6. Give children the feeling face for their rings.

Extension Activity

7. Use supplementary or optional activities to reinforce the concept.

Sharing Sessions

8. Discuss children's experiences of specific emotions.
9. Discuss examples of the feeling from recent classroom situation

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Promoting High Road Responses :Emotion Coaching

- Before correcting student mild misbehavior, teachers make a connection between the behavior and the emotion causing the behavior by emotion coaching
- When we threaten misbehavior, it gets students' attention and can stop the inappropriate behavior, but it does not build self control because it relies on the primitive rather than a mature system of brain development.



What is Emotion Coaching?

“Emotion coaching” refers to the explicit and strategic use of feeling talk in the classroom in ways that promotes emotional development and understanding.

- ❧ 1) Expressing feelings (modeling emotion talk.)
- ❧ 2) Reflecting feelings exhibited by children.
- ❧ 3) Using feeling talk in challenging situations.



An Emotion Coach...

Is a model who fosters:

- Emotion awareness (recognizing feelings)
- Emotion communication (expressing feelings)
- Emotion regulation (managing strong feelings)

Is a facilitator who reflects and validates feelings to:

- Provide emotional support
- Foster empathy and emotional understanding
- Expand children's emotion vocabulary
- Promote emotion regulation and prevent escalation



Reflecting Feelings

- To reflect feelings, the teacher labels and restates the emotions that a child is expressing in a way that demonstrates understanding and acceptance.
- To identify those feelings, the teacher uses observations of the child's body language and the context, as well as any feeling words the child may have used.

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Optimal Reflections

- 1) Utilize a range of feeling labels
- 2) Help frame the problem to be solved
- 3) Use labels that de-escalate arousal, when appropriate.

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An Emotion Coaching Example

- A child is trying to get a puzzle piece to fit, but it is the wrong piece so it will not fit in. The child begins to bang the piece against the table, trying to force the piece into the position.
- Weak Reflection: “You are really mad at that puzzle”
- Optimal Reflection: “Sometimes it’s frustrating when you can’t get a piece to fit in”



Let’s practice Emotion Coaching

- Scenario: Children are lining up for a turn on the slide. John takes his turn and then rushes back and pushes into the front of the line.
- Remember: decrease intensity of emotion, increase vocabulary and frame problem



More practice...

- The children are dancing in gym. David begins to laugh and run, pushing into other children as they dance around.
- Remember: decrease intensity of emotion, increase vocabulary and frame problem



And still more practice...

- Mary is standing in line waiting to go outside. She reaches up and flicks the lights off and on. The teacher tells her not to play with the light switch. Mary says "I didn't do it, I didn't touch the lights, Jason did."
- Remember: decrease intensity of emotion, increase vocabulary and frame problem



When to Refrain from Emotion Coaching

- When you are upset
- When a child is too upset
- When a child is defensive



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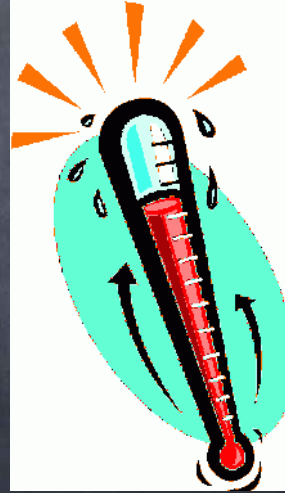
Emotional Cues & Miscues

- Children are not always aware of the emotions that affect their behaviors.
- Children give teachers “cues” about their feelings by their expressions and behavior.
- Sometimes, behaviors give teachers “miscues” – for example, children feel sad or lonely, but react with whining and complaining

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Taking the Temperature: Hot vs. Cold Cognition

- When arousal is very high (emotional meltdown in progress), it is not a good time for learning. Time to calm down is needed.
- When arousal is moderate (distress or excitement), it is a good time to practice self-regulation with teacher coaching of turtle/CSP.
- When arousal is low, children can learn about concepts, but cannot practice "real-life" self-regulation.



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