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**Introducing Emotion Coaching into Primary, Secondary and
Early Years educational settings: The voice of practitioners and
model of engagement**

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A thesis submitted in partial fulfilment of the requirements of Bath Spa
University for the degree of Doctor of Philosophy

College of Liberal Arts, Bath Spa University

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This poem by Arthur O'Shaughnessy, 1874, is dedicated to all those music makers and movers and shakers who have made this thesis a reality

Thank you

*'We are the music-makers,
And we are the dreamers of dreams,
Wandering by lone sea-breakers
And sitting by desolate streams;
World losers and world forsakers,
On whom the pale moon gleams:
Yet we are the movers and shakers
Of the world for ever, it seems'.*

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Abbreviations used in the Research Study

<u>Abbreviation</u>	Full terminology
AAS	Attachment Aware Schools
AD	Anxiety disorder
ASR	Autonomic stress response
B&NES	Bath and North East Somerset Council
EC	Emotion Coaching
ECPS	Emotion Coaching practice spectrum
EF	Executive function
EI	Emotional intelligence
EPIP	Education Policy in Practice
IPNB	Interpersonal Neuro Biology
ME, MEP	Meta emotion and Meta emotion philosophy
MECE	Model of EC engagement
MRP 0-19	Melksham 0-19 Resiliency Pilot Project
NC	National Curriculum
Practitioners	For this study this includes: teachers, teachers with managerial responsibility, deputy head and head teachers, teaching assistants, trainee teacher, Children Centre manager, play workers, family support officers, school administrator
PSHE	Personal, Social Health and Economic Education
SEL	Social and Emotional Learning
Setting	For this study this includes: Primary and Secondary schools, playgroup and Childrens Centres
SSI	Semi-structured intensive interviews
WSA	Whole setting approach
*	* Starred articles indicate that I am a co-author. All such articles are listed in Appendix A1 and appear in the final reference list

Abstract

Emotion Coaching is an observed parenting style considered to promote children's mental, physical and academic outcomes. It informs a successful parenting programme (Gottman *et al.*, 1996,1997; Gottman and DeClaire, 1997). In 2011, Emotion Coaching was adapted to provide a novel, relational-based practitioner approach to support emotional regulation and behaviours in UK educational and early-years settings (*Rose, McGuire-Snieckus and Gilbert, 2015).

This inductive qualitative study, guided by constructivist grounded theory, gives a voice to the practitioners' experience of Emotion Coaching in educational and early-years settings.

Twenty-one practitioners (18 female, 3 males) working in primary and secondary and early-years settings, voluntarily participated in intensive, semi-structured interviews. Their voice informed the exploration of their engagement with emotions, their Emotion Coaching training experience and practice and their views on Emotion Coaching efficacy and sustainability. Interviews were audio-recorded and transcribed, before undergoing constructivist grounded theory analysis.

Practitioners both viewed and used Emotion Coaching as a technique and an approach for managing emotions and emotional behaviours. Emotion Coaching practice was positioned on a 'spectrum of Emotion Coaching use', reflecting discourses of welfare and control. Conceptualization of the practitioner's Emotion Coaching experience identified: Structuring emotional identities; Positioning educational settings; Emotional journeying; and Building emotional toolkits, as integral to practitioner engagement in training and use of Emotion Coaching in practice.

A model of practitioner Emotion Coaching engagement is proposed, which evidences four stages in the integration of Emotion Coaching into practice (Accept, Adopt, Adapt, Sustain). The model of practitioner Emotion Coaching

engagement recognises the centrality of the practitioner's emotional awareness in their acceptance of the Emotion Coaching premise 'emotions matter to learning' and the training experience. Successful use increased practitioner Emotion Coaching adoption, leading to adaption and assimilation into routine practice repertoires.

The model of practitioner Emotion Coaching engagement proposes Emotion Coaching practice can be marginalized or disregarded if practitioners are unreceptive to, or challenged by, the Emotion Coaching premise or had compromised training experiences. Practitioner perceptions of unsatisfactory outcomes or lack of supportive colleagues can contribute to a reluctance to practise, which compromises Emotion Coaching adoption. Lack of use increases Emotion Coaching marginalization and can lead to eventual abandonment from practice.

Although some practitioners' practice appears to be innately Emotion Coaching - informed, the consensus was that Emotion Coaching had to be practised to be effectively adopted and adapted. Regardless of the practitioners' receptivity to Emotion Coaching, all participants in this study evidenced increased emotional awareness.

Introduction

‘Sustainable wellbeing does not require individuals to feel good all the time; the experience of painful emotions ... is a normal part of life, and being able to manage these negative ... emotions is essential for long-term wellbeing’ (Huppert, 2009:1)

Mental and physical wellbeing are enhanced when an individual fulfils their personal and social goals and achieves a sense of purpose in society. Good mental health and wellbeing correlates with better general health, life-expectancy, educational outcomes, engagement in healthier lifestyles, productivity at work, and stronger social relationships (Royal Society for Public Health (RSPH), 2016). As it is socially undesirable and economically wasteful to ignore the detrimental consequences of inequality, it would seem advisable for governments to take action to promote holistic wellbeing. Indeed, there is a moral duty to promote practices that allow better health and wellbeing, particularly for those identified as vulnerable; including children (Allen, 2011; Boyden and Dercon, 2012; Fisher *et al.*, 2014).

The RSPH (2016) defines mental health as: ‘a state of wellbeing in which the individual realises his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution’. This emphasises the active inclusion of qualities and skills, rather than just an absence of illness. Wellbeing is described by the National Institute for Clinical Excellence (NICE), (2012) as a balance between three components: emotional, psychological and social. Within and between each, there is a range of shared contributory factors, such as happiness, confidence, relationships, resilience and the focus of this thesis: managing emotions. Realising the foundational role of communication and active engagement, wellbeing can be described as a ‘dynamic state in which the individual is able to develop their potential, work productively and creatively, build strong and positive relationships with others, and contribute to their community’ (The Government Office for Science, 2008:42).

The United Nations (2016) recognises that education is pivotal to promoting better life outcomes. Educational establishments, grounded by an ethos that

supports children's and parents' wellbeing, are essential in establishing sound societal foundations (Banerjee et al., 2014; Gutman and Schoon, 2013; Weare and Nind, 2011). Recent UK directives increasingly emphasise the role of educational establishments in preventing mental health problems and promoting wellbeing (Allen, 2011; DoH, 2011; Goodman et al., 2015; Marmot Review, 2010; RSPH, 2015). Changes to the Ofsted School Inspection Handbook (Ofsted, 2015) includes a new reference to pupils' emotional wellbeing and Ofsted will be charged with monitoring the mental health and wellbeing of pupils (Thorley, 2016).

However, the incentives and funding to support mental health and wellbeing objectives in education, social and health services have been reduced. Early intervention funding to local authorities fell by 55% between 2010/11 and 2015/6 in the UK (Hutchings, 2015; Thorley, 2016). The UK Government has also moved away from universal to targeted academic and health-based outcomes. Over the last three years, there have been reductions in the 'mental well-being of the population, the proportion of people in unhappy relationships, and the proportion of people with someone to rely on' (Carter, 2017:5). Increased demands for child and adolescent mental health services (CAMHS) are evident, with 'the number of hospital admissions of 0–17year-olds who had self-harmed increas[ing] by more than 50 per cent between 2009/10 and 2014/15' (Thorley, 2016:3). Sadly, in 2016, 90% of secondary school head teachers reported increases in anxiety and depression within schools, suggesting they 'are being forced to pick up the pieces as a result of cuts to community-based early intervention services, and a rising tide of mental ill-health' (Thorley, 2016:20).

Evidence from neuroscience, developmental psychology, education and economics confirms the significance of the early years in laying the foundations for lifelong emotional and physical wellbeing (Melhuish, 2014; WHO, 2014; Rawana *et al.*, 2014). Childhood is the 'time that genetic potential interacts in infinitely complex ways with early experience to construct the neural pathways and connections that quickly become both the foundations and the scaffolding for all later development' (UNICEF, 2013:34). Children view their social relationships, a positive sense of agency and a secure sense of belonging, as

central to their happiness and wellbeing (Hyde-Peters and Simkiss, 2016; Manning-Morton, 2014). The Office for National Statistics (ONS) (2014) identifies a strong relationship between wellbeing and school experience; children, unsatisfied with life, were over six times more likely to be unhappy with school than those who were satisfied. The 'working atmosphere' within a classroom is an important variable in any child's school experience that influences attainment. Positive school environment and well-resourced settings are significant predictors of better progress and attainment in academic and social behavioural outcomes (Sylva et al., 2012).

However, having 'a right to learn' without having the desire to learn or a skill-set to learn, can lead to disorderly behaviours and disruptive learning environments (Haydn, 2014). Currently, sanctions and rewards, based on behaviourist principles of reinforcement and punishment as motivators for changing patterns of behaviour, are the favoured approach to manage behaviours in educational based settings (Department of Education, 2012). Yet, social behaviour is complex, and sanctions and rewards assume a degree of child passivity and motivation by extrinsic encouragement (Payne, 2014). Evidence suggests that children actively decide whether to accept the setting's rules, and punishment can exacerbate rather than deter troublesome behaviours (Way, 2011). Disruptive behaviour influences child achievement. Misbehaviour, either by the child or other, has a detrimental impact on predicted Key Stage 4 (KS4) attainment, and sixteen to eighteen-year olds' attendance in education or training settings (Department for Education 2012).

The quality of children's relationships with their teachers is believed to be fundamental to their adaption to school contexts and influences their achievement and engagement (Johnson and LaBelle, 2017; Pianta *et al.*, 1995; Pianta *et al.*, 2003; Pianta and Stulman, 2004; Payne, 2014; Roorda *et al.*, 2011; Sylva et al., 2012). Praise, encouragement, guidance and discipline, with challenging and novel educational experiences characterise high-quality student-teacher relationships. Conversely, a relationship dominated by conflict and control increases the probability of the child having behavioural problems (Hatfield et al. 2016; Pianta *et al.*, 1995). Thus 'it may be the case that the

student–teacher relationship will exert a bigger influence on children lacking independent skills and at risk for academic failure’ (Graziano et al., 2007:16).

Factors such as wellbeing and agency, traditionally separated from educational attainment, are now considered integral to health and development (Bonell *et al.*, 2014; Brackett and Rivers, 2014; Carthy and McGilloway, 2015; Feinstein, 2015; Yeo and Graham, 2015). Through the continuing combination of experience, environment, maturation and genes, the brain, body and mind synchronise to develop emotional self-regulation that guides behaviours and thoughts. Safety, security and caring social relationships are needed to optimise learning and engagement in the world. In childhood, significant caring relationships and supportive environments are usually provided by parents and carers. However, not all children experience optimum support in their home lives, which can lead to their educational experience being stressful, with compromised emotional regulation and learning opportunities (National Scientific Council on the Developing Child(NSCDC), 2012; Shonkoff and Garner, 2012).

The conundrum is that children are both victims of unsustainable living practice *and* future saviours and guardians. We are all primed for survival through social engagement and, the more primitive, fight or flight mechanisms. Mackey and Vaealiki (2011: 85) therefore suggest an urgent need to ‘empower young children to strengthen their role as citizens in their communities, today and for tomorrow’. Health should be viewed as a process within which mental, social and physical wellbeing are created, managed and adapted (Maturo, 2012).

Increased interest in emotional regulation and coping strategies, and concern about the efficacy of sanctions and rewards, has led to a call for better coordination of research to create a credible body of evidence to inform policy (Department for Education 2012; Haydn, 2014; Payne 2014). An opportunity therefore exists for multidisciplinary initiatives to combine physiological and psychological emotional processes, with the social, cultural and contextual expectations and norms, to better understand behaviour, motivation and cognition (Banerjee *et al.*, 2014; Collie, *et al.*, 2015; Durlak *et al.*, 2011; Feinstein,

2015; Gutman and Schoon, 2013; Humphrey *et al.*, 2013; Immordino-Yang, 2015; Immordino-Yang and Damasio, 2007).

Family and parenting research has a tradition of investigating emotional and social development. Gottman and colleagues (1996, 1997) observed four recognisable parenting styles and Emotion Coaching (EC) parenting offered measurable academic and social advantage for children (Gottman *et al.*, 1996, 1997). This led to the creation of a successful EC parenting programme (Gottman and Declaire, 1997) that encouraged parents to support their children's physical, social, academic and emotional wellbeing through empathetic, relational-based, rather than behaviourist-driven, support (Gottman *et al.*, 1996, 1997).

In 2011, Dr Rose and I wondered whether EC could offer an alternative relational-based approach for behaviour management in educational settings. From the research, we adapted the EC parenting programme (Gottman and Declaire, 1997) and trained practitioners in EC. The Melksham Resiliency Project 0-19 years (MRP 0-19) was the first UK education setting-focussed EC research project. It was a mixed -methods pilot project which suggested EC practice led to improvements in children's behavioural regulation and academic outcomes. Interestingly, it also suggested that there were changes in practitioners' understanding of EC and they felt a greater sense of emotional self-regulation and practice confidence (*Rose, McGuire-Snieckus and Gilbert, 2015).

As one of the researchers who contributed to the design, creation, delivery and evaluation of the MRP 0-19 project, my interest became increasingly focussed on the anecdotal accounts practitioners shared of their EC experiences. These EC stories captured emotional reactions, responses and reasoning. This thesis is therefore informed by the voices of twenty-one EC-trained practitioners who participated in the original MRP 01-19 (*Rose, McGuire-Snieckus and Gilbert, 2015). I was curious to find out about their EC training experience, EC's influence on their personal and professional emotional awareness and their perceptions of the influence of EC on practice responses to emotional behaviour. This subsequently informed the research questions that have guided the doctoral thesis.

Please note:

Primary and secondary schools and early years settings will be referenced collectively as 'settings'

Participants will be referred to collectively as 'practitioners'

Chapter 1: The Literature Review

“Real world intelligence has to do with how people respond to challenges that matter to them” (Lucas and Claxton, 2010: 175)

1.1 Introduction

This literature review applies a biopsychosocial ecological lens to wellbeing literature and explores embodied mechanisms, interpersonal regulation and environmental contexts (Bronfenbrenner, 1977; Christensen, 2016). Although it is ‘bio-illogical’ to view these components separately, for structural guidance *only*, the review is organised into sections that collectively describe a ‘triangle of wellbeing’ (Siegel, 2012a:27; Siegel, 2012b:4,4). Drawing on education research, cognitive and affective neuroscience, developmental psychology and wisdom studies, a contextualised holistic overview of the recursive relationships between biological, psychological, and sociological emotional wellbeing in children and adults is considered.

Stress and burnout is a consequence of excessive emotional labour, which is increasingly prevalent amongst practitioners in settings (Buckley *et al.*, 2017; Frenzel, 2014; Skaalvik and Skaalvik, 2009). Emotional labour is explored in relation to the expectations of the formal and informal curriculum (Ecclestone and Brunila, 2015). Examples from UK-based initiatives promoting emotional wellbeing are critically discussed to support the introduction of Emotion Coaching into education and early years.

Gottman *et al.* (1996;1997) created a successful parenting programme: Emotion Coaching (EC), based on research into parenting styles. As an identifiable EC parenting style, children evidenced greater emotional, social and academic wellbeing and less physical illness (Gottman *et al.*, 1996,1997). My interest evolved from engagement in the MRP 0-19 pilot project (MRP 0-19) (*Rose, McGuire-Snieckus and Gilbert, 2015), which examined the efficacy of EC training for community and educational practitioners. EC offered an alternative,

relational-based, support for children's emotional regulation skills. EC's research base is critiqued, alongside a description of the MRP 0-19 findings, that contextualises this research design and the research question focus.

In this chapter, the biological, psychological and sociological components of emotions and emotional wellbeing will be investigated. The components of emotional intelligence (EI) and executive function (EF) are explored to assess the relationships with learning potential. Through examination of the educational setting-based social and emotional learning (SEL) programme, the efficacy of SEL is critically debated. The focus then turns to EC as a relational approach to emotional regulation in education-based settings and finally, the research questions that inform this work are stated.

1.2 Positioning Emotional Wellbeing

- *Mental health and emotional wellbeing*

Success is as much to do with socio-emotional and self-regulatory capacities as academic skills (Heckman, 2006; Huppert, 2009). Indeed, for mental wellbeing, a ten-year-old's social and emotional skills are more important than cognitive ability, and as important as lifestyle behaviours, such as obesity, smoking and drinking (Goodman *et al.*, 2015). Social and emotional skills 'transmit top job advantage predominantly through their influence on educational attainment' (Goodman *et al.*, 2015:7).

Poor mental health is a determinant and consequence of poor physical health and is the main cause of disability (Lazarus, 1999; RSPH, 2015; Shonkoff and Garner, 2012). An estimated one in four adults in the UK, and one in five children experience a mental health problem each year, 'equating to roughly 16.7 million individuals, more than those with cancer and cardiovascular disease' (RSPH, 2015:4).

Those born into the most deprived communities have the poorest mental and physical health with a life-expectancy 20 years shorter than the general population (Department of Health(DoH), 2011). Chronic deprivation correlates with a tendency to anxiety, depression, compromised learning and difficulty with adversity and, later in life, with cardiovascular disease (Allen, 2011; Heller and LaPierre, 2012; Marmot Review, 2010). One in ten children, between 5 and 16 years, evidence mental health problems, with many continuing into adulthood (DoH, 2011: 8).

Psychosocially deprived families show more turmoil, including violence, drug-use, neglect, fragmentation and separation (Sadates and Dex, 2012). Children deprived of multi-sensory and nurturing environments, show excess dissociative disorder and memory impairment (NSCDC), 2012). Many mental health difficulties can be attributed to early experiences (Balbernie, 2001; Badenoch, 2008; Montgomery, 2013; Shonkoff and Garner, 2012; Van Der Kolk, 2014). Half of those with lifetime mental health problems first experience symptoms by the

age of 14 years, and three-quarters by their mid-20s (DoH, 2011). Nearly £17 billion is spent annually in England and Wales on acute statutory services for children and young people experiencing severe difficulties (Chowdry and Oppenheim, 2015).

Resilience supports successful adaptation to adversity; however, because the term is not standardised, it is difficult to quantify (Ebersöhn, 2017). It can be viewed as an outcome, a trait or a strategy (Liu *et al.*, 2017). Secure attachments, experiencing positive emotions and having a life-purpose are three psychological foundations of resilience that inhibit adverse health disturbances whilst supporting recovery (Rutten *et al.*, 2013).

Learning, attention, memory, decision-making and social functioning are all profoundly affected by processes of emotion and emotional regulation (Gross, 2002; 2015; Shonkoff and Garner, 2012).

- *What are emotions?*

Although the contribution of social and emotional intelligence to emotional wellbeing is recognised, (Humphrey *et al.*, 2013; MacCann *et al.*, 2011) there is no consensus as to what is meant by emotion or how to structure emotion research. (Gross, 2014; Pekrun and Linnenbrink-Garcia, 2014; Russell, 2003; Uitto *et al.*, 2015).

The semantics of emotions have led to basic definitions of physiological processes blurring boundaries with labelling differential emotional responses (Ekman, 1999; Gross, 2014; LeDoux, 2000). 'Affect' is an umbrella term, with the stress response typically referring to negative affective states accompanied by difficulties in managing situational demands. Emotions refer to more specific positive and negative affective states elicited by specific events that give rise to behavioural responses. Moods last longer, are more diffuse and bias cognition and behaviours. Affect control and regulation are achieved through efforts of: coping, emotional regulation and mood regulation (Gross, 2014; 2015; Montgomery, 2013; Shuman and Scherer, 2014).

An evolutionary explanation suggests that emotions drive survival behaviours, which can support or hinder educational progress. Emotions, such as fear, sadness and disgust, trigger physiological actions that support survival through withdrawal or attack (Johnston and Olson, 2015; Porges, 2011; 2015). Positive emotions, such as curiosity, love, and happiness promote behaviour such as information-seeking, problem-solving and bonding (Fredrickson, 2001; Porges, 2011; 2015; Shuman and Scherer, 2014). Emotions are expressed and experienced mentally through physiological states and, as such, support awareness of self and others leading to the development of higher levels of cognition in the modern human mind (Damasio and Carvalho, 2013; Panksepp, 2011). Through dissonance and concurrence with ambient demands, the phylogenically organized systems of survival emotions have negative and positive effects on learning (Shuman and Scherer, 2014).

From a cultural perspective, emotional displays are thought to be the consequences of engagement in sociocultural contexts, and so differ across social groups and through time. Emotional responses are primarily shaped by approval or disapproval of dominant others, through repetition, familiarity, tolerance and acceptance. The acceptability of emotional valence corresponds to social norms and changes with context and individual change (Mesquita, et al., 2014; Shuman and Scherer, 2014). This implies 'our expectations and emotions profoundly shape the processing of stimuli, and, ultimately, our view of the world' (Johnston and Olson, 2015:315). With this view, educational settings and cultural practices establish and recursively reinforce or change emotion norms (Ecclestone and Lewis, 2014; Shuman and Scherer, 2014).

Emotions are episodes that are evoked by a variety of stimuli, either real or imagined, that cause neurophysiological changes (Gyurak and Etkin, 2014). Emotions have an essential function in monitoring and maintaining body integrity (homeostasis), and the brain stores these biological regulations as memories allowing anticipation to optimise functional responses to new stimuli (Damasio, 2010). Exactly how different emotions interact to inform an emotional state, which translates into feeling and behaviour, remains debatable, particularly with the new

multidisciplinary approach and neuroscientific advances (Gross, 2015; Howard-Jones, 2014; Rose and Abi-Rached, 2013).

Ekman (2016) found that although there is disagreement over aspects of emotions, his 2014 survey of 248 emotion scientists revealed some coalescence of views in the last 20 years. A majority accepted the empirical evidence for five basic emotions - anger, fear, disgust, sadness and happiness – combining to form complex or compound emotions. There is agreement that the basic function of emotions is to inform approach and avoidance behaviours, and to identify stimuli as positive or negative. Therefore, discrete emotions reflect biological and social influence and they are socially and psychologically constructed according to context (Ekman, 2016; Ochsner and Gross, 2014; Shuman and Scherer, 2014). An emotional response is driven by the evaluation of a stimulus - real, imagined or memory induced - pertinent to an individual's enduring, transient, simple, complicated, idiosyncratic or shared goals (Gross, 2014; Lazarus, 1991). Individuals may not be conscious of the stimulus and its effects, even so, an emotion is created with recursive contingency; the emotion changes as the relationship to the stimulus does (Gross, 2015; Scherer, 2009).

Emotions are vital to basic human functions and a lack of awareness of emotions can lead to indecisiveness and apathy. Emotionally charged memories are more durable and easier to recall, yet, reliance on emotional signals can lead to impulsiveness. Feelings, therefore, are most useful as 'information when they are based on extensive experience and are subject to the same kinds of cognitive analyses used to arrive at good logical inferences' (Johnston and Olson, 2015:319). Good decision-making requires balanced feelings and cognitive analysis, and the easier an event is understood, the more quickly will attention and effort be adapted and redirected (Wilson and Gilbert, 2008).

The links between affect and cognition can be recognised in pathways between affect and adaptive behaviours. Through the processes of 'accommodation' (an adaptive adjustment of internal representations to the new constraints imposed by a stimulus), and 'assimilation' (the synchronized adjustment to the external stimulus in relation to personal knowledge to predict, explain and control the external world) the aim is to respond appropriately to accommodate novel

streams of sensory data (Fiedler and Beier, 2014). Higher-order intellectual functions of memory-organisation, self-determination and free-will are assimilative functions, but it is the dialectic interplay of these complementary processes that is involved in all adaptive behaviours. There is a need for a degree of challenge to maintain motivation and effort, so manageable feelings of difficulty and impairment are actually 'concomitant of good learning and effective learning transfer' (Bjork, 1994 cited in Fiedler and Beier, 2014:51).

Additionally, affect disposition or trait emotions, an individual's innate tendency towards specific emotions or moods, also influence appraisal bias. Affect disposition is stable through life, but inter-individual personality traits do contribute to behavioural response (Rothbart *et al.*, 2014; Spielberger and Reheiser, 2009). Positive affective states give 'the backing-up for assimilative strategies, characterized by knowledge-driven, creative and exploratory behaviour in the learning domain' (Fiedler and Beier, 2014: 50). Negative states increase accommodative attempts to deal with environmental constraints and demands, fostering 'stimulus-driven processing in the learning domain and norm-conforming strategies in the social domain' (Fiedler and Beier, 2014: 50).

An individual's emotional response determines the value afforded to any new stimulus and directs the brain towards any relevant knowledge (Immordino-Yang and Damasio, 2007). Emotional response affects memory retrieval, assessment and categorisation of stimuli, processes fundamental to behavioural responses and knowledge formation (Brosch *et al.*, 2010). Emotions are essential to optimising cognitive function (Schore, 2001; Immordino-Yang, 2015), and the emotional environment is critical to optimal wellbeing and development (Balbernie, 2001; Cozolino, 2013; Shonkoff and Levitt, 2010). For example, 'the more people understand negative experiences, the less they think about them and the less intense their affective reactions are when they do' (Wilson and Gilbert, 2008:375). Emotional

categorisation is not pre-determined but adjusted to reflect the continuing sensory experience and memory-based concepts (Ekman, 1999). Therefore, personality and temperament and psychopathology are related to emotions (Ekman, 2016).

1.3 Biological Components of Emotional Wellbeing

‘Brain mechanisms that underlie conscious emotional feelings in humans are still poorly understood’ (LeDoux, 2012:665); however, emotions play a critical role in decision-making (Davidson and Begley, 2012; Ekman, 2016; Siegel, 2012b). Although traditionally education focusses on the cognitive process of learning, children require the acquisition of social-skills and mechanisms to shape ‘the socialisation process, including the acquisition of moral, social and cultural norms, attitudes and habits’ (Fiedler and Beier, 2014:37). In the first 18 years, educational settings are one of the most important sources of affective experience for children (Bergin and Bergin, 2009). If emotions guide our attention to our external environment, to ‘direct our reasoning into the sector of knowledge that is relevant to the current situation or problem’, they are fundamental to reasoning, memory and attention (Immordino-Yang and Damasio, 2007:8; Immordino-Yang, 2015; Johnston and Olson, 2015).

- *Emotions and the brain*

The processes of memory retrieval and assessment of stimuli in the brain are influenced by emotional responses and are fundamental to behaviour and knowledge (Brosch *et al.*, 2010; Immordino-Yang and Damasio, 2007). Emotions are involved in evaluating internal and external information, to prioritise responses that enhance survival through adaptive behaviours (Damasio and Carvalho, 2013; Davidson and Begley, 2012; Johnston and Olson, 2015).

The brain can be viewed anatomically and physiologically as having three evolutionary hierarchical parts (Cozolino, 2014). The brainstem, the most primitive, is largely involved in autonomic activity. The limbic system is involved with emotions and coordinating actions for survival, whilst the cortex is involved in higher cognitive processes.

The limbic system and cortex, functionally immature at birth, are genetically primed to develop and connect through relational experiences with primary caregivers (Badenoch, 2008). The pre-frontal lobes, part of the cortex, are primarily responsible for executive core-function skills, including working

memory, attention control, planning and self-regulation, which contribute to the rational decision-making and judgement essential to learning. This part of the brain is the last to mature and is not fully developed until the twenties (Gross, 2014; Shonkoff and Philips, 2000; Shonkoff and Levitt, 2010).

The limbic system is intimately tied to the assessment and prioritisation of behavioural responses (Johnston and Olson, 2015). One part, the amygdala, is involved in prioritising responses to threats. It continuously receives, assesses and responds to external (environmental) and internal (organ) status by comparing and combining information it receives physically, together with conscious and unconscious memories (Porges, 2011). Operating largely unconsciously, the limbic system is significant in learning, motivation, memory, feelings and emotional expression, memories and recognition (Woltering and Lewis, 2009). There are many connections between the frontal lobes and the limbic system, and basic emotional responses significantly influence frontal lobe activity (Carlson, 2007; Cozolino, 2014). Indeed, Immordino-Yang and Damasio (2007:3) claim:

‘the neurobiological evidence suggests that the aspects of cognition that we recruit most heavily in schools, namely learning, attention, memory, decision making, and social functioning, are both profoundly affected by and subsumed within the processes of emotion’

Therefore, it is reasonable to propose that those working with children would benefit from a basic knowledge of brain anatomy, typical maturational sequencing and functional potential. Additionally, the temporality and recursivity of relationships between the brain, the environment and others, on human function, must be considered. Recently, the guidance for trainee teachers has specifically referenced developing skills in recognising typical and atypical child development, the role of mental wellbeing, attachment and relationships to support pupil performance (Department of Education (DfE), 2016).

The learning brain is believed to depend on neuronal connectivity and the integration of the networks between its region, collectively referenced as the

Connectome (Siegel, 2012b; Seung, 2012). Every time a neuron fires it reinforces connections and its networks. During learning, neuronal networks are activated, which strengthen pathways and capacity. With repetitive, intense stimulation, neuronal connectivity increases; 'neurons that fire together, wire together', (Hebb cited in Geake, 2009: 48). Further, the neurons' sensitivity increases allowing automated chain network pathways to be activated with lower stimulation. Neuroplasticity (Carlson, 2007), the ability of a neuron to make new connections and so extend the connectome, is greatest in the earlier years, when there are also periods of increased sensitivity, (Shonkoff and Phillips, 2000), but continues throughout life (Geake, 2009; Blakemore and Frith, 2005).

Young children's neurons have restricted connectivity, but through maturation, engaging with empathetic others, nurturing environments and stimulating experiences, the networks grow and integrate to function more effectively (Badenoch, 2008; Porges, 2011; Siegel, 2012a). We learn through observation, autonomic and automatic mimicry, engagement and repetition (Badenoch, 2008; Bialostok and Aronson, 2016; Prochazkova and Kret, 2017). Creating patterns of neuronal networks allows the development of a working mental representation of the world, people and relationships (Schaffer, 2004). As children grow older, they are more able to engage in complex experiences and contribute to communication. In this way, cognitive frameworks that drive thinking and actions are continuously adapted.

'The connectome is where nature meets nurture' and neuronal network expansion requires large amounts of energy, so unused neurons undergo apoptosis, pruning redundant networks (Carlson, 2007; Seung, 2012: 95). Although pruning is essential for healthy brain development, it also occurs in any insufficiently stimulated network, irrespective of function. Therefore, behaviour and actions reflect neuronal network functional efficiency and the experiences that result also shape the networks. Thus, the brain shapes and is shaped by actions and behaviours of self and others (Shonkoff and Garner, 2012).

With typical maturation, children's ability to recognise, express and regulate emotions changes. Younger children are less competent and slower to recognise complex emotions than adolescents. Their emotional regulation moves from a

reliance on external strategies, such as caregivers' assistance, to internal strategies, such as self-calming (Salisch and Vogelgesang, 2005; Salisch *et al.* 2015; Zimmer-Gebeck and Skinner, 2011). Through cognitive maturation and experience young people are able to articulate more complex emotions and adopt regulation strategies. However, use of adaptive cognitive strategies, such as positive re-appraisal, is still less frequent than in adults; so, impulsiveness rather than deliberation is more likely (Garder and Steinberg, 2005; Riediger and Klipker, 2014).

To optimise wellbeing the mind and body need a consistent internal environment; physiological homeostasis regulates this through the autonomic nervous system and hormone environment. The autonomic nervous system (Carlson, 2007) has two components: the sympathetic and parasympathetic. The sympathetic supports approach actions (mobilisation), and survival responses to threats. Known as the autonomic stress response (ASR), it is driven by the fight/flight mechanisms of the limbic system. The parasympathetic system supports relaxation, digestion, repair, recovery and growth (Carlson, 2007; Panksepp, 2011; Porges, 2011). Its effects are largely distributed through the vagus nerve, which innervates all the major organs in the body, acting as a brake to the ASR and returning body function to normal levels.

Traditionally, it was thought stress behavioural response was a dual system, activated by real or perceived threat, the sympathetic system prepared the body to become alert, focussed and ready to fight or flee. When the threat was over, the parasympathetic returned all bodily systems to normal function levels. If the brain's frontal lobes perceived safety, the ASR could be overridden to enable pro-social behaviour (Gross, 2014). This relationship is bidirectional, the limbic system provides emotional labels that inform responses from the frontal lobes, and the frontal lobes signal back to adjust the ASR (Cozolino, 2014; LeDoux, 2000; Gottman *et al.*, 1997; Montgomery, 2013; Porges, 2011; Siegel, 2012a).

In terms of evolution, the ASR is primitive and supports short-term survival behaviours. But, stressors in the twenty-first century are rarely direct threats to survival, yet dangers such as bullying, poverty and loneliness can trigger the ASR (Goleman, 1995; Heller and LaPierre, 2012; Siegel, 2012a, b). It often is socially

inappropriate to fight or flight, so behavioural responses are transformed into anxiety, agitation, hyper-vigilance and depression (Schore, 1994). Without recuperation, repetitive and sustained activation of the ASR disrupts homeostasis, leading to compromised health and wellbeing (Heller and La Pierre, 2012; Porges, 2011; Van Der Kolk, 2014).

However, this explanation is too simplistic to explain the intricacies of social behaviours. As we live in an increasingly complex social world, the brain has 'evolved and adapted' to become functionally more complicated and sophisticated. It is suggested there is an additional third autonomic subsystem: the social engagement system. Arranged in phylogenetic, hierarchical order, the social engagement system is the preferred mode for all social interaction (Porges, 2011; 2015).

- *Polyvagal Theory*

We continuously, and largely unconsciously, scan our internal *and* external environments to assess whether situations are safe, dangerous or life-threatening. Known as 'neuroception' (Porges, 2011), this ensures optimal synchronisation between behaviour and physiological state, and is thought to be central to motivation, emotion, social cognition and self-awareness (Tsakiris and Critchley, 2016).

The social engagement system is distributed through the myelinated, vagal motor circuit. By inhibiting sympathetic activities, it supports positive social interactions through the active processes of attention, motion, emotion and communication. For example, movement and vocalisations are cues to another's safety and trustworthiness, so inform our actions and behaviour. If the person or situation is deemed safe, the myelinated vagus nerve actively inhibits defence behaviours, allowing pro-social engagement. Originating in the same area of the brain that controls the facial expression and voice intonation, it is both expressive and receptive, which may explain why a calm voice instils calmness (Badenoch, 2008; Montgomery, 2013). If emotional arousal is low and neuroception suggests no threat, the frontal lobes access memory and rationally reduces arousal. Experiential learning through social interaction supports a child's understanding

of expressions, gestures, intonation, and directive gazing as well as distinguishing voices from background noise (Calkins and Dollar, 2014; Rogoff *et al.* 2003). Repeated positive emotional situations and social interactions increases social belonging, reinforcing interaction and creating a wellbeing 'upward spiral dynamic' (Kok *et al.*, 2010, 2013:1128; Porges, 2011; 2015).

Simple changes in a familiar face's muscle tone, can shift neuroception from safe to dangerous (Tronick, 1998). Some information, such as tone of voice, causes a rapid unconscious response before conscious awareness (Schore, 2001). Stimuli that are strong, persistent, unfamiliar or labelled with *fear*, *anger* or *disgust* signal a threat to safety. The limbic system, perceiving a threat to survival, can override social engagement and initiate the ASR, which mobilises the physical changes for fight or flight. These are physically and psychologically draining, so not designed to be activated frequently or maintained for long periods. Persistent stimulation prevents recuperation, which compromises physical and psychological growth (Gunnar and Quevedo, 2007).

If the social engagement system fails, and the sympathetic nervous system is exhausted, the most primitive response is activated; immobilisation, a defence mechanism to mimic death (Maclean, 1990). Immobilisation, driven by the unmyelinated vagus nerve circuit, is the most extreme survival response. When children feel threatened or unable to protect themselves, behavioural shutdown or dissociation can happen. This thwarts any opportunity to assist with management of their stress as the child cannot engage with others in their environment. This leads to further challenges to their sense of security that reinforce the sense of danger (Cozolino, 2014; Montgomery, 2013).

The relationship between neuroception and ASR involves reciprocal communication of the brain–body axes. Prior stress, illness and genetic predispositions give some individuals a lower threshold to react to perceived and actual threat. This can lead to behaviour appropriate to the individual, but apparently inappropriate to others (Montgomery, 2013).

1.4 Psychological Components of Emotional Wellbeing

Rushton *et al.* (2010) believe it is the actions, reactions and interactions between a child and adult that are the most important factors in determining learning outcomes and development. Children actively co-construct relationships, and in doing so, expect specific responses from their main carers. Although children are born as effective communicators, adults must learn to attune to a child to interpret and respond appropriately (Balbernie, 2007; Trevarthen, 2011). If an adult or child is unable to interpret the other's intentions, poorer communication can hamper development (Prochazkova and Kret, 2017; Trevarthen, 2011; Tronick and Beeghly, 2011).

Therefore, 'attunement of emotional states is essential for the developing brain to acquire the capacity to organize itself more autonomously as the child matures' (Siegel, 2012a:311). Autonomic mimicry 'provides an implicit form of emotional communication and is a fundamental precursor for the development of higher cognitive abilities, including empathy' (Prochazkova and Kret, 2017:102). By watching and copying, a child learns how to engage in relationships and the environment.

To establish effective pro-social communication skills, early relationships need to be empathetic and nurturing. Supportive relationships are fundamental conduits to learning (Schoore and Schoore, 2008). Early life experiences and relationships are important because the brain grows rapidly and foundations of the mind are laid. Brain function is reflective of physiological maturation (time), genetic constitution (genes) and environmental interactions (experience) and nurturing early years' experiences help to build brains that have the capacity to sustain effective learning (Cozolino, 2014).

Neuroplasticity offers a physiological principle for pedagogical teaching practice that is consistent, nurturing, multi-sensory and experiential. Children learn through observation so effective role modelling is vital to children's wellbeing. From experiences, they learn to adapt behaviours to meet their needs. This is coordinated primarily through the frontal lobes and the limbic system, but maturation and experiential stimulation influence the quality of connectivity.

- *Stressors and Emotions*

The NSCDC (2014) suggest that there are three types of stress: positive; tolerable; and toxic. Not all stress is detrimental to wellbeing. Positive stress develops coping skills that are essential to learning and development. In nurturing environments, the physiological effects of the ASR are buffered by supportive adults, who activate the child's social engagement system.

'Attunement' is empathetic care that makes short-lived stress manageable (Trevvarthen, 2011). Mis-attunement, when needs are not met, are also necessary to develop self-regulation by helping to increase tolerance and coping repertoires, but only if re-attunement follows (Badenoch, 2008; Montgomery, 2013; Siegel, 2012a, b). Therefore, although stress is needed to provide the opportunities to learn to cope, the key to tolerability is the provision of nurturing and empathetic co-regulation.

With a more serious or prolonged stressor, for example, during parental separation or personal injury, ASR is activated to a greater or longer degree. The response is, in part, dependent on the individual; however, if stress is time-limited, and buffered by supportive relationships, children can recover (Oral *et al.*, 2016; NSCDC, 2014).

Toxic stress begins when a child's ASR is repeatedly activated by strong stressors, with inadequately supportive relationships in adverse environments. Physical and emotional abuse, chronic neglect, caregiver mental illness and economic hardship are stressors that can lead to chronic activation of the child's ASR (Gunnar and Quevedo, 2007). Because children's brains are immature, frequent exposure to the stress response develops neuronal circuitry that facilitates hyper-vigilance; lower thresholds for ASR activation; and increased neural connections related to fear, anxiety and impulse (Montgomery, 2013; Sunderland, 2007). This displaces connections dedicated to reasoning, planning and behavioural control. (Balbernie, 2001; Cozolino, 2013; NSCDC, 2014; Shonkoff *et al.*, 2012; Shonkoff and Garner, 2012). These adaptations have an unfavourable effect on cognitive abilities and pro-social skills leading to: learning difficulties; language delay; lack of empathy; disruptive behaviours; distractibility;

hypervigilance; poor impulse control and a lack of compassion (Balbernie, 2001; Entwistle, 2013). Further, prolonged ASR disrupts the immune system increasing the risk of disease and cognitive impairment. (Gross, 2014; Heller and LaPierre, 2012; Porges, 2011; Shonkoff *et al.*, 2009).

Children who have experienced prolonged trauma or neglect have brains 'tuned and pruned' for survival (Child Welfare Information Gateway, 2015). Through repetition, this primitive survival management becomes habituated, and 'states become traits'; their default position (Perry *et al.*, 1995:278). This might explain why children who have experienced stress and trauma often have difficulty in memorising information, adapting to new environments and embracing new experiences (Nelson *et al.*, 2011). In cases of extreme neglect, certain areas of the brain may remain underdeveloped, and, although brain plasticity can ameliorate some early deprivation, optimal capacity may never be realised (Behen *et al.*, 2008). Therefore, regulating stress for children supports the development of the ANS, which has lifelong implications on 'adjustment behaviour and physical and psychological health, including major causes of morbidity and mortality' (Rees, 2016:185).

- *Vagal Tone*

Vagal tone is the ability to shift attention when necessary, to respond to threats, and then revert to resting state. It reflects the regulatory capacity of the emotional response mechanism (Diamond *et al.*, 2011; Porges, 2011). It supports homeostasis by minimising energy demands so as to support growth and development (Cozolino, 2014; Gottman *et al.*, 1997). Although some children are born with better vagal tone, many factors moderate tone including: maturation, supportive relationships, and the intensity and context of the stressful experience (Gunnar and Donzella, 2002; Perry *et al.* 1995; Seligman and Harrison, 2012).

Better vagal tone promotes quicker information processing and better concentration, with an ability to return quickly to normal resting to prepare to re-engage (Cozolino, 2013; Gottman *et al.*, 1997). Good vagal tone is linked with emotional balance, clearer thinking, improved attention, a more efficient immune system, and greater resilience. It has a positive correlation with higher self-

esteem, academic success, pro-social play and positive relations (Gottman *et al.*, 1996; 1997; Lagace-Seguin and D'Entremont, 2006; Porges, 2011; 2015). Children with lower vagal tone have lower responsiveness and are less able to concentrate. Their reaction to stimuli is less appropriate, and they have difficulties in returning to the resting state (Badenoch, 2008; Gottman *et al.*, 1997; Montgomery, 2013; Porges, 2011;2015). Therefore, children with better vagal tone have more effective resources to engage in learning environments.

For very young children, vagal tone is activated by secure relationships and nurturing environments, usually provided by the their main carer (Trevvarthen, 2011). With consistent compassion and comfort from a trusted carer, a child's ASR is externally encouraged to internally de-escalate from the defence mode to a calmer state. Through time and consistency, a child's vagal tone is strengthened as they learn to interpret social cues and restorative emotional responses (Badenoch, 2008; Gottman *et al.*, 1997; Montgomery, 2013; Porges, 2011;2015). With opportunities to practice and share, a child recognises, and adapts their responses with less reliance on external triggers, to more intrapersonal cues, leading to self-soothing and self-regulation.

It is important to be aware of stressors to optimise positive development. If a child cannot inhibit their defence systems in safe environments, or activate them in dangerous environments, behaviours can be inappropriate, or dangerous, leading to maladaptive biased cognition and behaviours (Allen, 2011; Gross, 2014).

- *Emotions and relationships*

Children learn through relationships and need stimulating and nurturing environments for the developing brain to acquire life skills. (Rushton 2011; Rutten *et al.* 2013; Siegel, 2012a; Shonkoff, 2010; Trevvarthen and Aitken, 2001; Trevvarthen, 2011). Epidemiological studies indicate that lower social support is associated with higher mortality rates, particularly from cardiovascular disease (Hostinar, 2015; Rees, 2016). However, research 'has failed to uncover the psychological mechanisms responsible for such links' (Uchino *et al.*, 2012:955).

Schore (2014:1) suggests:

‘Early emotionally laden attachment experiences indelibly impact and alter the early developing. . . brain, which for the rest of the lifespan is dominant for the non-verbal, holistic, spontaneous (unconscious) processing of emotional information and social interactions, for enabling the organism to regulate affect and cope with stresses and challenges, and thereby for emotional resilience and emotional well-being in later stages of life.’

This builds on the seminal works of Bowlby (1969), who postulated that infant relationships, particularly with main carers, cumulatively contributed to an ‘internal working model’ which provided understanding of behaviours. Experiencing secure attachments in predictable, empathetic and reciprocal and nurturing relationships shape a child’s expectations and engagement with others (Bowlby, 1969). The child’s developing neuronal network supports prosocial processes that emulate and regulate emotions, reduce fear, attune to others, and are foundational for self-understanding, empathy and moral reasoning (Schore, 2001; Sroufe and Siegel, 2011).

Social baseline theory (Coan and Maresh, 2014; Coan and Sbarra, 2015) synthesises attachment theory, behavioural ecology, cognitive and perception sciences to describe relationships. The premise is that the brain expects to access social relationships characterised by interdependence, shared goals and joint attention in the effort to mitigate risk and achieve a goal (Porges, 2011). Without these relationships, there are fewer relational resources and excess physiological and cognitive effort has to be used. Social resources influence the perception of a task’s achievability; an individual ‘consumes social resources as bioenergetic resources, much like oxygen or glucose’ (Coan and Sbarra, 2015:87).

Effectively, children in secure relationships subcontract emotional and behavioural effort linked to threat and risk, so making normative stress manageable (Center on the Developing Child (CDC), 2011; Shonkoff *et al.*,

2012). Those in nurturing relationships have access to greater resources so are more capable of meeting changing environmental demands, which positively contributes to empowerment. Child-centered relationships scaffold empathetic exchanges, supporting children's capacity for social interaction and stress regulation, which encourages the personal adaptive skills that promote self-regulation (Commodari, 2013; Porges, 2011; Thompson, 2014). This then influences a child's understanding of emotions, and ability to articulate feelings (Waters *et al.*, 2010). Thompson (2014) found securely attached children verbalise emotions with their mothers, so are more able to manage negative emotions. Having greater self-awareness, broader coping repertoires and greater flexibility to manage emotions could explain why securely attached children exhibit greater emotion understanding.

If, when stressed, a child cannot rely on carer support to respond to their needs, they learn not to expect assistance from others. (Mikulincer *et al.*, 2003; Shaver and Mikulincer, 2014). Insecure attachments develop when early interactions are negative, insensitive, unresponsive, inappropriate and unpredictable (Ainsworth *et al.*, 1978; Shonkoff and Gardner, 2012). Children with restricted access to caring social support have reduced coping potential, which may create a diminished sense of efficacy and fewer positive life experiences. Insecurely attached children exhibit progressively greater anger and fear; and less joy (Kochanska, 2001). With a lack of experience or modelling, children find it difficult to learn to self-soothe, manage their emotions or, engage in reciprocal relationships (Sroufe and Siegel, 2011; Thompson, 2014).

At home, a child's emotional climate is governed by how parents or carers express their emotions. Parent's awareness of emotional responses, reasoning and environment, their meta-emotion philosophy (MEP), informs their approach to managing emotions. MEP is significant to their child's health and wellbeing (Gottman *et al.*, 1996; 1997; Hooven *et al.*, 1995; Kehoe, 2014; Thompson, 2014). If a parent misreads a child's feelings, the child may mislabel the experience and feel confused or even distrustful. Correctly identifying a child's emotions is not simple and Waters *et al.* (2010) found that fewer than half in a parent-child dyad study (n=73) were able to do so accurately. For parents whose children had

complex emotional challenges, this was especially taxing. Wilson and Gilbert (2008) found that cumulative lack of trust in personal interpretations and emotional awareness, leads to indecisiveness and apathy.

Children were more likely to talk about their negative emotions 'when their mothers validate and accept the child's viewpoint, when there is a secure attachment relationship, and when children possess a strong prior-understanding of negative emotions' (Waters *et al.*, 2010:46). Sharing in meaningful activities generates opportunities that improve wellbeing, self-esteem and mental health (Abdallah *et al.*, 2014; Boyden and Dercon, 2012). These interactions provide benefit through increased quality of experience and the development of knowledge and skill for future parenting. Indeed, the quality of children's relationships is more powerful than family structure to perceived wellbeing (The Children's Society, 2015).

Therefore, although parental management of children's emotions recedes as the child's competencies grow, direct interventions remain an important source of extrinsic influence throughout life (Coan and Sbarra, 2015; Coan *et al.*, 2013; Kehoe, 2014). Consistent, safe and secure relationships ameliorate adverse childhood experiences (Fisher *et al.*, 2014).

1.5 Social Components of Emotional Wellbeing

Social support is a 'significant buffer of psychological stress, and social isolation is a risk factor for stress-related problems' (Thompson, 2014:178). Children value good relationships with families, friends, at school and in communities, identifying 'love, support, respect, fairness, freedom and safety [as] concepts that are central to what it means to be human, social beings' (The Children's Society, 2015:14). Learning with support and empathy promotes inter-generational wellbeing, reducing mental health problems and helps to break the vicious cycle of deprivation (Allen, 2011; DoH, 2011; Feinstein, 2015). A meta-review of 148 studies (n=308,849) on social relationships' influence on health revealed that 'individuals with adequate social relationships have a 50% greater likelihood of survival compared to those with poor or insufficient social relationships' (Holt-Lunstad *et al.*, 2010:14).

Ghassemzadeh *et al.* (2013:304) purport that 'the "developed" brain does not merely "do what it is told" by the sense organs. With development, the mind's reaction to stimuli becomes no longer direct and immediate but indirect and mediated'. Therefore, combining Hebb's biological and Vygotsky's cultural models of development creates a relevant and integrated concept of the mind as a biosocial system (Porges, 2011; 2015). It requires social interaction for growth and there is symbiosis between aspects of cognition and emotions: 'pupils learn what they care about' (Geake, 2009:115). In a socially constructed world, emotions are self-regulated, and also regulated by 'others' (Gross, 2014; Reeck *et al.*, 2016).

- *The Social Regulation Cycle*

Internal feelings communicate to the self and direct attention to personal or others' needs, whilst externally-expressed emotions communicate one's own needs to others (Clark and Finkel, 2005; Lazarus, 2006). Some individuals have less self-regulation from a lack of maturity, neural impairment, having special learning needs or lacking experience. Social regulators can provide executive capacity to support internal self-regulation through interpersonal self-regulation.

Social regulation of emotions, an individual's (the regulator) influence of emotional responses in another (the target), is conceptualised as a cycle. The regulator is 'goal-driven and actively pursues strategies to change the nature, duration or intensity of the emotional experience and expression of a target individual' (Reeck *et al.*, 2016:48).

Although commonly referenced between affiliated dyads, this regulation also occurs within educational settings, with the practitioner usually being the regulator and the child the target. It necessitates competency and adaptability with complex cognitive and affective processes to identify the emotions of 'the other' (Gottman *et al.*, 1996). This is challenging, as incorrect inferences increase emotional arousal and adversely affect emotional situations (McRae, 2016).

A decision to emotionally regulate is influenced by the regulator's perception of the divergence between the target's current and their desired emotional state. The target can influence the decision by requesting intervention, but only if the regulator and target have agreed mutual understanding of the goal. Social regulation may alter the target's emotional state, as in a coaching capacity, offering an opportunity to teach and co-construct problem solving. In this case the immediacy of the emotional state is not the driving goal, but becomes a vehicle from which the longer-term goal of self-regulation competency is achieved (Gottman *et al.*, 1997; Hooven *et al.*, 1995).

The target's interpretation of the regulator's intervention and the expression of their emotional states, reflects the quality of their relationship. Sometimes, the benefits of having a significant other (as regulator) helps reduce the target's stress, thus reducing the negative effect of the stimuli without effortful control (Coan and Maresh, 2014). However, if the target believes that the regulator's intervention signals a belief that they are unable to regulate their own emotions, or the regulator lacks legitimacy or has conflicting goals, then the intervention may exacerbate the situation (Coan and Maresh, 2014).

Social regulators need to balance empowering emotional self-regulation and competency with relational dependency and disempowerment (Eisenberg *et al.*,

2014). The actions and response of a regulator can be misinterpreted as validating undesirable behaviours in the target. For example, giving attention to a child in distress may appear to be condoning and reinforcing unacceptable behaviours (Reeck *et al.*, 2016).

In some social situations, it is deemed inappropriate to express emotions, and controlling or modulating expression can be effective in altering the display of emotion in the short-term. However, it does little to improve the experience as it increases personal arousal. This can diminish attention and memory (Jacobs and Gross, 2014), particularly in those with lower self-regulatory strength (Geisler and Schröder-Abé, 2015). Therefore, it is important to know when to withhold and express emotions, which is contingent on understanding context, relational status, temperament, maturation and emotional regulation skill (Lazarus, 2006).

If the target's response to intervention generates negative affect, the regulator may also become emotionally aroused and dysregulated. Negative mood states focus the regulator and target's attention to potential personal threats, compromising social interaction and emotional regulation (CDC, 2016; Porges, 2011; Shonkoff and Phillips, 2000). This can lead to the selection of a strategy that is responsive to the immediate emotional display, rather than managing the emotional incident. We learn through the lived experience; therefore, the target's interpretation 'of the meaning of the regulator's reactions to their emotional expressions shapes both the effectiveness of the regulatory attempt and their future behaviour' (Reeck *et al.*, 2016:59).

The stress regulation and the social engagement systems are fundamental to learning to regulate: short term memory; cognitive flexibility; inhibitory control; gratification delay; attention span; problem-solving skills; goal setting and the ability to adhere to rules (Blair and Raver, 2014; CDC, 2016; Cozolino, 2013, 2014; Montgomery, 2013; Porges, 2011; 2015). Research suggests effective interventions enhance social and emotional skills in childhood (Durlak *et al.*, 2011; Gutman and Vorhaus, 2012; Feinstein, 2015).

Jones and Bouffard (2012) make the crucial point that if social and emotional competencies develop within social relationships, this can also happen in

educational establishments. With skilled co-construction and sustained relational, nurturing environments, children's instinctive priority of attachment over the brain's exploratory system could be harnessed (Bergin and Bergin, 2009; Shonkoff, 2012). This acknowledges that learning is dependent on feeling safe and secure, so, 'to reach a child's mind a teacher must capture his heart. Only if a child feels right can he think right' (Ginott, 1972:69).

However, there are those who believe there is too much emphasis on emotions in education. 'Therapeutic education' distracts resources and attention from academic learning promoting 'the experience of everyday life as inherently emotionally distressing' (Ecclestone and Goodley, 2016 :183). It also fosters subjective oppression by focussing responsibility on the individual, so avoiding the actual causes of social and political inequality (Ecclestone, 2011, 2017; Ecclestone and Brunila, 2015; Gillies, 2011).

1.6 The Emotional Self

- *Emotional Intelligence*

Emotional intelligence (EI) is difficult to define, as it reflects subjective cultural and temporal contexts. Theoretical EI models fall into two groups: those that view EI as the ability to identify and process emotions in self and others, similar to musical ability; and those that view EI as a mix of character traits, motivations, abilities and coping styles (Allen *et al.*, 2014; Mayer *et al.*, 1999).

Goleman (1998) revised his definition of EI, narrowing the skills to include self-awareness, social-awareness, self-regulation, social skills and motivation. In an attempt at a clear description EI can be defined as:

‘the capacity to reason about emotions, and of emotions to enhance thinking. It includes the abilities to accurately perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth’ (Mayer *et al.*, 2004:197)

EI is therefore an ability to effectively recognise, understand and manage emotions in oneself and others (Allen *et al.* 2014; Goleman, 1995).

EI has two hierarchical components, experiential and strategic. Experiential EI is involved in processing of emotional stimuli from experiences that are fundamental to understanding, whilst strategic EI involves emotional understanding and management and is informed by experiential EI (MacCann *et al.*, 2011). Effective EI requires functional competencies in both, however, children are born with only rudimentary experiential EI and develop strategic EI’ experientially (Allen *et al.*, 2014). Acquisition is through normative physiological maturation and relational experiences that model skills and scaffold prosocial behaviours. With increased EI, individuals acquire a capacity to promote positive emotions, support prosocial relationships and evidence resilience (Fredrickson, 2003).

Much of the relevant research concentrates on parent/child dyads, but educational settings also offer opportunities to promote EI (Rutten *et al.*, 2013;

Seligman *et al.*, 2009). Indeed, a meta-analysis by Allen *et al.*, (2014) suggest that educational settings should develop children's EI skills to understand emotions and support more effective cognitive learning. Although EI skills are often labelled as 'non-cognitive', qualities such as: self-perception; motivation; creativity; perseverance; self-control; meta-cognition; social competence; resilience; and coping are foundational skills that support success in educational settings (Allen *et al.*, 2014; Gutman and Schoon, 2013; Geake, 2009; Goleman, 1995; Feinstein, 2015; Lucas and Claxton, 2010). A meta-analysis of non-cognitive skills identified that factors such as conscientiousness, can predict academic achievement almost as strongly as cognitive ability (Poropat, 2009). Cognitive brain function should therefore, not be seen as distinct from emotions, but as interdependent (Goleman, 1995; Johnston and Olson, 2015; Cozolino, 2013; Siegel, 2012a).

However, because of the contingent relationship between experiential EI and strategic EI, it cannot be assumed that children have innate EI competence. This is particularly so in children who have experienced trauma, or without secure attachments. As EI and cognitive ability deteriorate with stress, settings could address 'the quality of the community environment and promote relationships that are nurturing and that value mental health and wellbeing, [to] support EI by creating educational climates that facilitate academic and personal development potential' (CDC, 2016:12; Goleman, 1995; Parker *et al.*, 2004)

- *Executive function and emotional regulation*

'Empathy, theory of mind, emotional regulation and affective decision making are essential components to our organisation and execution of purposeful behaviour' (De Luca and Leventer, 2008:47). Denoted as executive functioning (EF) skills, these enable children to be emotionally and cognitively involved in goal-orientated behaviours. EF undergoes an extensive maturational development that continues into adulthood, with different domains develop at differing rates (Shanmugan and Satterthwaite, 2016). Historically, EF referenced specific cognitive control skills primarily controlled by pre-frontal brain activity. However, EF is now seen as part of a larger self-regulatory system, which includes inhibitory control (including self-control); interference control (selective attention

and working memory) and cognitive flexibility (Diamond, 2013). EF 'regulate[s] activity in lower level neural systems associated with attention, emotion, and physiological responses to stimulation...the relation of executive functions to lower level systems, however, is reciprocal' (Blair and Raver, 2014:1). Indeed, there are 'extensive interconnections with deeper brain structures that control the developing child's responses to stress', thus highlighting the importance of the quality of connectivity between brain regions (NSCDC, 2011: 4). Unsurprisingly, stronger EF confers a better capacity to regulate behaviour, to pay attention and strengthens working memory (Blair and Raver, 2014; NSCDC, 2011).

Emotional experience involves: expressive suppression (the inhibition of the behavioural component of an elicited emotional response); and cognitive reappraisal (which allows the modification of the meaning of the event that elicited the emotional response) (English *et al.*, 2012; Gross, 1998; Jacobs and Gross, 2014). There are systematic individual differences in the use of suppression and reappraisal, and these have implications for social functioning and lasting effects on relationships (English *et al.*, 2012; Geisler and Schröder-Abé, 2015; Jacobs and Gross, 2014; Reeck *et al.*, 2016).

Affect or emotion regulation (ER) refers specifically to 'strategies by which emotions are managed and includes initiating, maintaining and modifying the occurrence, intensity or duration of feelings' (Rawana *et al.*, 2014:32). ER controls how emotions are regulated by involving the 'valuation of a valuation' of any emotional response (Gross, 2014:12). Emotional awareness is crucial to understanding ourselves and others; to engage in appropriate behaviours to satisfy desires; and achieve goals that reflect cumulative *and* learnt personal ER and coping strategies. There are considerable differences in individuals' ability to represent, respond and track emotional dynamics (Geisler and Schröder-Abé, 2015; Samson *et al.*, 2012; Gross *et al.*, 2011; Gross, 2015).

Wagner and Heatherton's (2014) review suggests the relationship between emotions and ER undergoes dynamic change throughout life. People with higher emotion regulation cope better with stressful events and negative emotions and can better maintain social support in educational settings (Linnenbrink-Garcia and Pekrun, 2011). In adults, effective emotion management correlates closely

with workplace performance (Joseph and Newman, 2010), with effective coping strategies contributing to positive employee performance and health. Emotion regulation ability is important when goals are challenging or elusive; effective coping repertoires provide an important buffer between job demands and burn-out (Luria and Torjman, 2009; Maslach *et al.*, 2001).

The differences in emotion regulation and executive function ability account for a spectrum between individuals reactivity and impulsiveness to proactivity and goal-direction. An individual's place is dependent on temperament and preferred behavioural response, and influences opportunities for prosocial interaction and learning (CDC, 2011; 2016). For example, negative affect is a potent disinhibitor of restrained behaviour and increases feelings of worthlessness leading to self-defeating behaviours (Baumeister, 1997).

Coping behaviours are strategies used in specific situations to ameliorate stressors (Lazarus and Folkman, 1984; Delahaij and Van Dam, 2016). 'Coping style' is an individual's habitual application of strategies to manage situations that are challenging or stressful (John and Eng, 2014). Preferred coping styles reflect experiential learning and maturational affective traits. This leads to adaptive or avoidant behaviour either by emotion-focussed or problem-focussed coping (Lazarus and Folkman, 1984). Adaptive responses are emotion-focussed, balancing and regulating emotions surrounding a stressful encounter. Problem-focussed coping alters the environment to effectively remove the stressor. Avoidant coping is a third, less common style, involving withdrawal from stressors, and can lead to maladaptation behaviours, such as denial and disengagement (Endler and Parker, 1990).

Emotion-focussed coping helps to vent negative emotions and, with emotional control, build up positive emotions. It is most effective when the stress source is unclear, or difficult to modify (Lazarus, 2006). However, it does not change the stressor, and is negatively correlated to academic achievement (McCann *et al.*, 2011). Children build varied coping repertoires for flexibility in responses to situational demands, rather than one type of mechanism. Coping effectiveness is complex and reflects to context-specific and encounter-specific influences (Cheng, 2001; John and Eng, 2014). MacCann *et al.* (2011) revealed that

strategic EI actively links EI to coping and educational grades. They speculate that those with higher emotional management skills tend to use 'problem-focussed' coping more than 'avoidant' or 'emotion-focussed' coping, allowing empowered, direct engagement with academic stressors.

Resilience, the innate ability to self-correct and thrive in challenging circumstances, is informed by coping styles and traits, EI, emotional regulation and experience (Skinner *et al.*, 2014). Motivational resilience is the 'enthusiasm for learning in the face of obstacles based on the assumption that we have a lifelong, innate desire to learn' (Skinner *et al.*, 2014:331). Maladaptive emotion-cognition interactions such as escape, blame, rumination or self-pity, lead to impaired decision-making and 'reflect the dangers of intense emotions unanchored by appropriate cognitive assessment' (Johnston and Olson, 2015: 319; Skinner *et al.*, 2014).

Educational success requires 'self-regulated learning practices, sustained effort, managing time demands and academic stress as well as successfully navigating the social landscape' (MacCann *et al.*, 2011:60). For children, improving attention, memory, emotional self-regulation and relationships better equips them to study (Goleman, 1995; Lantieri, 2008; MacCann *et al.*, 2011). A 'child-centred approach provides young children with relational support in conversing about personal challenges, a contribution similar to that offered by a secure attachment to the parent' (Waters *et al.*, 2010:46). This might support motivational resilience in community and educational settings. Supportive relationships and engaging academic work that allows autonomy alongside constructive interpretations of failure, protects children from disaffection (Skinner *et al.*, 2014).

To maintain supportive learning environments requires practitioners with higher EI and effective emotional regulation skills. Whilst practitioners competently deliver the statutory curriculum, there is an assumption that they will also be able to create safe, secure relationships and learning environments to accommodate every child's needs. The 'educationalisation of society' implies that settings are increasingly expected to take over roles and responsibilities traditionally assumed to be parenting tasks, increasing expectations and stress for practitioners (Van Droogenbroeck *et al.*, 2014:100).

1.7 Emotional Labour and Burnout in Practitioners

There is a relative dearth of research focussed specifically on early years practitioners, perhaps reflective of early childhood education being, until recently, undervalued and informally organised (Wagner *et al.*, 2013). However, one study has looked specifically at 69 Canadian early childhood workers and measured, using mixed methods, perceived stress levels, job satisfaction and ways of coping. Although small and selective in design and restricted by dependence on self-reported data, the findings mirror those of the larger body of work examining older children's settings (Wagner *et al.*, 2013). Therefore, the following discussion is relevant to the practitioners in this study.

Practitioners accept that emotional management is integral to their work, however, there is less awareness that well-developed emotional regulation can optimise professional effectiveness (Gross, 2013; Day and Gu, 2007; Sutton, 2004). Emotional labour describes the effort, planning and control needed to communicate organisations' desired responses - 'display rules' - during interpersonal incidents (Humphrey *et al.*, 2015; Morris and Feldman, 1996). It involves deep acting, surface acting and natural emotions. Deep acting is when the practitioner purposely engages in thoughts and activities to help foster the emotion required to fulfil the role. With natural emotional labour the practitioner does not have to deliberately summon the correct emotions, they spontaneously 'comply with social expectations and organizational display rules' (Humphrey *et al.*, 2015:751). When people identify with their roles and their personal identity fits well with their work role, the use of deep-acting and natural emotional labour supports and strengthens their sense of role identity (Humphrey *et al.*, 2015; Wagner *et al.*, 2013).

Practitioners are intrinsically motivated and invest much personal identity into their role, making them emotionally more susceptible to disappointments (Van Droogenbroeck and Spyurt, 2015). Any dissonance between personal emotions and institutional expectations requires a sustained effort to regulate emotions and comply with professional expectations. Surface acting involves faking emotional responses, which takes more effortful control to produce and constantly monitor;

inauthenticity can feel like a form of dishonesty and may reflect a mismatch between personal and professional identities (Kenworthy *et al.*, 2014). If a practitioner feels ongoing detachment from their personal ideals, their profession or setting, their sense of belonging or value is challenged. Habitual use of suppression or expression of fake emotions has a cumulative deleterious effect on relationships and performance leading to compromised job satisfaction, demoralisation and further to feelings of isolation, negative affect, stress and despair (Goldberg and Grandey, 2007; Frenzel, 2014; Kenworthy *et al.*, 2014; Mikolajczak *et al.*, 2007; Näring, *et al.*, 2012; Philipp and Schupbach, 2010).

Chronic dissatisfaction triggers anxiety (Chang, 2009; Helou *et al.*, 2016; Skinner *et al.*, 2014); however, this may be under-reported because of others' professional expectations (Putwain, 2008; Zeidner, 2014). Teaching is perceived as having one of the highest job stress levels (Chang, 2009; Helou *et al.*, 2016; Maxwell and Riley, 2016; Stoeber and Rennert, 2008, Van Droogenbroeck and Spyurt, 2015).

Practitioners are expected to down-regulate any negative and antisocial emotions, whilst encouraging the prosocial and positive (Ashforth and Humphrey, 1993; Chang-Kredl and Kingsley, 2014; Ginott, 1972; Schutz *et al.*, 2007, Spilt *et al.*, 2011). Since 2010, the shift of focus onto academic attainment scores and higher workloads has been linked to adverse practitioner health (Hutchings, 2015; Thorley, 2016).

Burnout is a response to chronic interpersonal stressors, and evidenced by exhaustion, cynicism and professional inefficiency (Frenzel, 2014; Maslach *et al.*, 2001). The multidimensional theory of burnout recognises complex recursive factors that contribute: emotional exhaustion; pessimism and lack of engagement and motivation; a sense of a lack of professional efficacy; poor interpersonal relationships; emotional factors; poor relationships with students and parents; conflict with colleagues; excessive workload; lack of time; lack of leadership; and insufficient autonomy (Breeman *et al.*, 2015; Helou *et al.*, 2016; Ju *et al.*, 2015; Kenworthy *et al.*, 2014; Kinman and Grant, 2011; Klassen and Chiu 2010; Klassen *et al.*, 2012; Schonert-Reicht, 2017; Skaalvik and Skaalvik, 2009; Skinner *et al.*, 2014; Van Droogenbroeck *et al.*, 2014; Wagner *et al.*, 2013; Wang

et al., 2016).

Frenzel (2014) explored the frequency and intensity of teachers' discrete emotions, using real-life assessment methods. Anger was the most dominant negative emotion, which was self-directed when dissatisfied with their professional performance, or at children as a result of misbehaviour. If there is an assumption that practitioners should enjoy teaching, participants may feel unable to express real emotional experiences. (Fredrickson, 2001; Frenzel, 2014; Spilt *et al.*, 2011, Van Droogenbroeck *et al.*, 2014). Anger directed towards misbehaviour was commonly reported but, as teachers are expected to be emotionally regulated, its frequency directed to perceived poor performance may be underreported (Beltman *et al.*, 2015; Ginott, 1972; Chang-Kredl and Kingsley, 2014). Not acknowledging negative emotions in professional practice perpetuates hegemonic silence, the 'fact that no one acknowledged the problem told us a great deal. It told us that a good teacher never gets angry' (Ginott, 1972:72).

However, Van Droogenbroeck and Spyurt (2015:89) question the extreme stress-status claimed by teaching practitioners, suggesting 'most of the research is rather outdated, often has methodological problems, and the support for worse mental health among teachers when compared with other professions is not conclusive and further research is warranted'. Using three successive cross-sectional waves (2001, 2004, 2008) of 7,381 Belgian practitioners, teaching was compared with 31 other service professions. Although evidence of burnout, depression, anxiety and psychological distress were found, the results were inconclusive in teaching being the most stressful. They suggest that a focus on the negative aspects of teaching in research and media leads to a self-fulfilling prophecy. Indeed, 'enjoyment' was the principal emotion considered integral to learning and teaching experience, offering positive emotional rewards, with positive practitioner-student relationships most valued, and protective against burn-out (Frenzel, 2014; Wagner *et al.*, 2013). However, although it is important to put teaching into context, my concern is, in accepting that teaching is deleterious to health, policies focus on dealing with the consequences rather than attending to the causes.

The practitioner's and setting's collective social capital is under-utilised in contributing to teacher wellbeing and retention (Baker-Doyle, 2010; Baker-Doyle and Yoon, 2011; Jordan *et al.*, 2016; Vangrieken *et al.*, 2017, Wagner *et al.*, 2013). Belief in personal efficacy determines how environmental challenges are perceived, and influences the choice and effort needed to attend to them. Many working in human services successfully manage stress through active problem-solving, social and emotional support from colleagues, deep acting and natural emotional labour and adapting their practices and co-operating with families (Helou *et al.*, 2016; Humphrey *et al.*, 2015; Skaalvik and Skaalvik, 2007). Practitioners with stronger ER are less susceptible to burn out (Brackett *et al.*, 2012; Chang, 2009; Day *et al.*, 2006). Those with higher EI 'feel that they have more control over stressful tasks in the classroom, employ more constructive thought patterns to cope with stress, and more easily identify faulty appraisals and correct maladapted construals' (Mérida-López and Extremera, 2017:127). They more readily form supportive relationships with colleagues and perceive greater workplace support and respect. This creates feelings of security, capability and resilience that protect them from burnout (Ju *et al.*, 2015; Wagner *et al.*, 2013).

Community and cultural networks influence practitioner learning by contributing to:

'openness to new ideas and concepts; understanding, perceiving and modifying practices to fit within a particular context; sharing complex and tacit knowledge; the capacity for a learning community to support reform and change; and sustaining commitment to the community or activity'.

(Baker-Doyle and Yoon, 2011:77)

Research on adult learning identifies its complexity, suggesting social interactions, relationships and cultural contexts are important (Mezirow, 2009; Taylor 2009; Taylor and Elias, 2012). Learning is believed to be bifurcated and dynamic, with a need for incremental (cumulative everyday engagement) and epochal (dramatic shifts) progress (Mezirow, 2009; Taylor and Snyder, 2012; Tisdell, 2012). Adult learning that ignores the emotional elements and only

focusses on rational and logical process is now questioned (Jones *et al.*, 2014). Taylor and Cranton (2012:566) suggest 'reason without emotions is like a boat without a rudder, wandering aimlessly, unable to make a decision'.

Offering training for emotional wellbeing with opportunities to become a valued and integral member of a team, supports efficacy and reduces depersonalisation. The ability to communicate emotions more appropriately reduces dissonance, exhaustion and their associated effects (Jones *et al.*, 2014; Kenworthy *et al.*, 2014; Schonert-Reicht, 2017). Gold *et al.* (2010) saw less anxiety in practitioners trained in mindfulness-based practice. Practitioners involved in child resiliency programmes identified positive changes in their own relationships with colleagues, parents and children, and less depression and more community engagement, (Hall and Pearson, 2005; Stillman *et al.*, 2017; Tyson *et al.*, 2009).

Working environments that nurture personal and professional ideology, and are guided by goal-development, support practitioners' identity (Cross and Hong, 2012; Runhaar *et al.*, 2010). Leaders can harness the positivity of emotional labour to motivate by role-modelling appropriate emotional displays, and creating positive emotional climates with greater autonomy (Humphrey *et al.*, 2015; Wagner *et al.*, 2013). Brown (2012:61) noted 'supportive school leadership which provides norms, goals and values which are shared by all or most teachers at school may increase the teachers' beliefs of their own ability and those of others within the school'. Practitioner wellbeing should be nurtured and physiological links between brain, mind and actions, and the mediating effects of environments and experiences, cannot be ignored. 'Helping students, teachers, and families better understand the mechanics behind emotion regulation development and learn how to employ appropriate strategies could make for a more engaging, dynamic, and effective educational experience for all' (Martin and Ochsner, 2016:146; Middleton *et al.*, 2015)

1.8 Emotions in Educational and Early Years Settings

Gutman and Vorhaus (2012) identified that higher levels of emotional, behavioural, social and school wellbeing were positively correlated with engagement and academic achievement. Children with greater emotional wellbeing made more progress in primary schools and were more engaged in secondary school. As a child moves through the education system, emotional and behavioural wellbeing becomes more important in explaining levels of school engagement, whilst other characteristics, such as demographics, become less so. Although there is little longitudinal evidence to explain the longer-term effects of emotional self-regulation and engagement on individual and societal outcomes, there is a positive correlation between academic outcomes and financial stability in adulthood (Gutman and Schoon, 2013; MacCann *et al.*, 2011).

As Zins and Elias (2007:234) note:

‘social and emotional learning (SEL) is the capacity to recognize and manage emotions, solve problems effectively, and establish positive relationships with others, competencies that clearly are essential for all students. Thus, SEL targets a combination of behaviors, cognitions, and emotions’.

In settings ‘emotions such as enjoyment of learning, curiosity, interest, hope, pride, anger, anxiety, shame, confusion, frustration, or boredom are frequent, pervasive, manifold, and often intense’, (Pekrun and Linnenbrink-Garcia, 2014:1). A survey in England found that a third of all parents were worried about their child’s mental health, with 90% of these seeking help from outside the family, and 75% of these initially approaching a teacher (Green *et al.* 2005; Thorley, 2016). Parents identified teachers as ‘the ones who provided the most help in these situations in comparison with other groups such as family doctor and family friends’ (DfE, 2011a:12).

SEL Programmes in settings are believed to promote optimal health and wellbeing, empower children and staff to engage with societal expectations and show resiliency in adversity (Bonell *et al.*, 2013; Jones and Bouffard, 2012; Lista-Sharp *et al.*, 1999). Gutman and Schoon (2013) reviewed research findings from 1995-2013 on non-cognitive skills to identify the research foundations on which to create evidence-based, rather than evidence-informed SEL programmes. SEL programmes were found to 'enhance positive outcomes for a universal school-aged population they are easily and effectively administered by school staff'. However, the key to success is in effective implementation by high quality and knowledgeable staff (Gutman and Schoon, 2013:42). Clarke *et al.* (2015) looked at 39 UK, whole-school intervention programmes (2004-2014) focussed on emotional skill enhancement or interventions aimed at reducing problem behaviour. They too noted 'well-designed and well-implemented social emotional skills development programmes can lead to a range of positive educational, health and social and emotional wellbeing outcomes for children and adolescents' (Clarke *et al.*, 2015:13).

It must be, however, acknowledged that these studies have limitations, as it is difficult to compare qualitative and quantitative findings: because of design variations; differing definitions of variables; the inability to control all variables; and differing contexts. Nevertheless, collectively they strongly suggested that social, emotional, and academic growth are interdependent and synergistic (Gutman and Schoon, 2013).

Therefore, educational institutions are 'ideal settings to further our knowledge on ER developments among children and youth' (Rawana *et al.*, 2014:40). Practitioners are thought to be 'well-placed' to: deliver universal mental health education in their practice; contribute to their settings culture of wellbeing; ensure their practice is attuned to encouraging emotional wellbeing; and offering opportunities to raise emotional awareness and prosocial adaptive repertoires that promote resilience (Langford *et al.*, 2015; Thorley, 2016).

Positive environments promote social and emotional learning (SEL), so 'emotions are both *experienced* in [educational settings] as well as *instrumental* for academic achievement and personal growth' (Pekrun and Linnenbrink-Garcia,

2014:1). Whole setting-approaches (WSA) to SEL involve the academic and pastoral curricula and the setting ethos and staff culture (Jones and Bouffard, 2012; Weare, 2015) They aim to: 'promote lifestyles conducive to good health; provide an environment that supports and encourages these lifestyles; and enable students and staff to take action for a healthier community and healthier living conditions' (Bonell *et al.*, 2013:1).

1.9 UK School-based Social and Emotional Learning (SEL) Initiatives

Three government interventions illustrate the promotion of effective and sustainable health and wellbeing in educational settings: The National Healthy School Programme (NHSP, 1999), an initiative to promote physical, academic and mental health and wellbeing through a whole-school approach; the Targeted Mental Health in Schools programme (TaMHS, 2009), which focussed on early intervention with vulnerable children displaying behaviours detrimental to their academic progress and mental health and wellbeing; and the Social and Emotional Aspects of Learning programme (SEAL, 2005), which focussed on the promotion of universal social and emotional skills in all primary and secondary schools (Weare, 2015).

The NHSP had universal health strategies to: support children and young people in developing healthy behaviours; raise pupil achievement; reduce health inequalities; and promote social inclusion. The aim was to achieve healthy school status in all four areas of PHSE: healthy eating; physical activity; emotional health; and wellbeing (Langford *et al.*, 2015). Multivariate analysis revealed that involvement did not lead to significant changes in attitudes to the National Curriculum's PSHE themes, either at primary or secondary level. (Arthur *et al.*, 2011). This may be because the observation period (two years) was too short or the measurement tools were not sensitive enough to capture the small and varied changes considered relevant by children and staff (Durlak, 2009).

TaMHS was seen as an early interventionist initiative that was most effective when delivered in conjunction with the NHSP and SEAL. The programme supplemented the universal prevention-focussed programmes to support the needs of children (aged 5 – 13) and their families at risk of, or experiencing, mental health problems. The implementation of TaMHS led to a significant reduction in behavioural problems for children in the primary schools participating, when compared to those not involved. However, no reduction in primary pupils with emotional problems, or for secondary school pupils with either emotional or behavioural problems was found (Department of Children, Schools and Families (DCSF), 2009). Weare (2015) advised that the interventions should focus on early years and primary school age children, rather than when emotional

and behavioural issues had become established. WSA was recommended to provide better provision for children and families and support staff's own mental health and wellbeing (DCSF, 2009).

SEAL drew on the seminal work on EI by Goleman (1995) and focussed on: self-awareness; managing feelings; motivation; empathy; and social skills. By 2010, SEAL was established in 90% of primary and 70% of secondary schools (Humphrey *et al.*, 2010) and, although abandoned when there was a change of government and reprioritization of health and education initiatives, the materials still inform some settings today. SEAL was WSA based using direct and focussed whole-class sessions, along with professional development for all school staff (Durlak *et al.* 2011).

SEAL provided a loose implementation framework that had inbuilt flexibility to complement and accommodate targeted work for those needing additional support (Lendrum *et al.*, 2013). This supported individual school improvements and gave local ownership (Humphrey *et al.*, 2010; Weare, 2010). It was one of the first national programmes to be audited and identified that WSA correlated with positive subjective rating of school ethos, leading to more positive social experience for pupils. This included lower absence and higher attainment at National Curriculum Key Stage 2 and 4 (Banerjee *et al.*, 2014). Universal, rather than targeted approaches, had positive effects on social and emotional skills; self-perception; peer relations; aggression; academic achievement and perceptions of a supportive social and emotional ethos (Durlak *et al.*, 2011).

Banerjee *et al.*, (2014) reviewed the variations in the implementation of SEAL in 49 primary and secondary schools. Perceptions of success mirrored particular management style and staff members' perceptions of SEL relevance. Pearson *et al.*, (2015) identified that health and wellbeing needs senior management commitment to ensure implementation and avoid stigma. It should be integral to all curriculum subjects rather than being delivered to specific groups, harmonising the setting's ethos and reducing timetabling pressures. Adi *et al.* (2007), looking beyond settings, noted that encouraging nurturing skills in parents and promoting enabling environments for treating mental health issues effectively increased a child's social and emotional wellbeing. For sustainability, these programmes

need to be anchored in settings, local and national policies that govern health, education, and employment (Clarke *et al.*, 2015).

Adults delivering SEL programmes in settings, have lower stress and increased job satisfaction (Collie *et al.*, 2015). Collie *et al.* (2015) reviewed Canadian teachers' (n=1267) views of SEL in education and found they grouped according to their comfort with SEL; their commitment to SEL and sense of responsibility to improve personal SEL skills; and their perceptions of the SEL culture within their individual setting.

SEL-thrivers showed high comfort, commitment to culture and reported the lowest stress levels and highest job satisfaction; SEL-advocates displayed high comfort and commitment but low culture support and reported the highest stress; and SEL-strivers expressed both low comfort and culture but had high personal commitment. This suggests that the contribution of SEL setting culture is more influential to stress than personal comfort levels. Dissatisfaction may reflect a mismatch between personal and organisational beliefs and goals but creating and sustaining cultures that support SEL appears to promote health and wellbeing for children and the practitioners (Collie *et al.* 2015).

However, evaluations of SEL programmes also identified: little consensus as to best practice in promoting emotional wellbeing; programmes were largely reactive and selective, rather than proactive and universal; focussed on developing a range of skills with a variety of techniques were used without regard to cultural transferability; selection of programmes was linked to specific educational agendas rather than broader development; programmes were delivered by generic educational staff rather than specialists; positive impact was overstated by generalising statistical significance rather than nuancing the variation and discussing marginalisation; variation in implementation meant summaries of impact lacked confirmability; null and negative findings were underreported or ignored in summaries; and variation of impact between primary and secondary schools not fully explained (Blank *et al.*, 2010; Challen, 2011; Humphrey *et al.*, 2013; Lendrum *et al.*, 2013; Vostanis *et al.*, 2013). Indeed, although the Government review advocated that a whole school approach was

most effective in improving every aspect of school life (DCSF, 2007), subsequent evaluations have been unable to find evidence of this (Lendrum *et al.*, 2013).

The ongoing focus in education of the value of SEL programmes is reflective of similar discussions in other related disciplines that relate to family and parenting. Interest in the psychophysiology of attachment, emotional-regulation and social development led to a longitudinal study of parents and children to investigate the relationship between parenting styles and child social and emotional development (Gottman *et al.*, 1996,1997). This research will be introduced and discussed in the following section **1.10**.

1.10 Emotion Coaching

- *The origins of Emotion Coaching*

In the field of family psychology there was a growing interest in the role and influence of parents and other adults on children's social, emotional, and academic growth (Ginott, 1965;1972). EC originates from an investigation by Gottman *et al.*, (1996; 1997) of family-focussed psychophysiology, attachment relationships, emotional-regulation and social development. EC was one of four recognisable parenting-styles used in interactions, including engagement in emotional behaviours, with their children. Gottman *et al.*, (1996:243) coined the term 'meta-emotion' (ME) to represent a parent's collective feelings and thoughts about emotions. Like meta-cognition, which describes the executive functions of cognition, meta-emotion philosophy (MEP) describes a personal 'organized set of feelings and thoughts about one's own emotions and one's children's emotions' (Gottman *et al.*,1997:7).

Having identified in 1975 that there were correlations between friendships, social skills and social interactions, but no systematic studies on the effects of coaching children in social skills training, Gottman went about devising one (Gottman *et al.*,1975). Gottman *et al.* (1996) conducted a three-year longitudinal study of fifty-six USA heterosexual families. There were two points of assessment, when children were 4-5 years old and 8 years old, with a 90% overall retention-response rate. Families were chosen to reflect a wide range of marital satisfaction levels within the sample. The first assessments were carried out in the families' homes, using Katz and Gottman's parent ME Interview (1986, cited in Gottman *et al.*, 1997). Parent-child interactions were observed during a play activity and in a communication task conversation, and the children's emotional responses were monitored whilst watching emotion-eliciting film clips to reveal their regulatory vagal tone. The children's physiological variables were monitored throughout all activities and baseline intelligence was recorded.

For the second assessment, couples were asked to rate their marital outcomes, teachers rated the child outcomes and behaviour in regard to antisocial factors, calm response challenges, kindness-empathy and internalising factors of

introversion, depression, victim-rejected, tension, extroversion and peer aggression. The children's mathematical, reading recognition and comprehension and a general information test were measured. The mothers assessed their child's temperament and recorded the degree to which their child required external regulation support of their emotions. Children's physical health was assessed via parental report and the testing of regulatory vagal tone was repeated. Parental meta-emotion philosophy (MEP) was assessed via semi-structured interviews, which were audio-recorded and transcribed. The scripts were coded to inform a series of questions to examine parent's feelings about emotional awareness, expressivity and coaching in relation to sadness and anger. In the interview emotional metaphors and phrases, and any attitudes to emotions in themselves, others and their child, were categorised. Therefore, this study was about cognition of emotions and emotions about emotions.

The conceptual pathways identified were:

- MEP relates to inhibition of parental derogation of the child, and facilitation of scaffolding-praise parenting.
- Coaching of emotions positively links to achievement, child peer-relation rating and health.
- Derogatory parenting was directly linked to poorer child academic achievement and peer relations.
- A direct link exists between the ability of the 5-year child to suppress vagal tone and their ability at the age of 8-years-old to emotionally down-regulate.
- They identified pathways between children's regulatory physiology and parenting approach, suggesting that coaching their emotions soothes the child and contributes positively to emotional self-regulation (Gottman *et al.*, 1996 1997).

The results suggest there is a relational link between parental coaching and child health and physiology. These were significantly linked to achievement; child peer relations; and child health. Whilst parental affect and discipline can influence a child's socialisation and emotional regulation (Baumrind, 1971; Bandon *et al.*, 2010; Duncombe *et al.*, 2012), 'much of today's popular advice to parents ignores

the world of emotion. Instead it relies on child-rearing theories that address children's misbehaviour but disregard the feelings that underlie that misbehaviour' (Gottman and DeClaire, 1997:16).

Parental MEP, awareness, acceptance and coaching of emotions were integral processes that affected a child's emotional competence (Gottman *et al.*, 1996; 1997; Katz *et al.*, 2012). Links were identified between:

- ME and parenting.
- ME and physiological variables.
- Parenting and the physiological variables for child peer relations.
- Physiology and emotion regulation.
- Emotion regulation and child outcome.
- Parenting and child outcome.
- Parental scaffolding-praise approach to emotions is significantly related to child academic achievement.
- Teacher rating of child peer interaction and parental emotion coaching.
- Child illness outcomes and parental emotion awareness, but not scaffolding –praise variable.
- The benefits to a child of parental EC was not affected by a child's basal vagal tone.

- *Parenting styles*

Parents were identified as adopting an 'emotion coaching'(EC) or 'emotion dismissing/disapproving' approach to their children *and* in response to emotional situations (Gottman *et al.*, 1996;1997; Gottman and DeClaire, 1997).

Parents who displayed an 'emotion coaching philosophy'

Those showing an EC approach evidenced specific components in their interactions with their children and in their attitudes to emotions:

- Awareness of low intensity emotions in themselves and in their children
- Viewed the child's negative emotion as an opportunity for intimacy or teaching

- Validated their child's emotions
- Assisted the child in verbally labelling their emotions
- Problem solved with the child, setting behavioural limits, and discussing goals and strategies for dealing with the situation that led to the negative emotion.

These components later informed the five foundations programme steps for the commercial EC parenting programme launched in 1997 by Gottman and DeClaire.

Parents who displayed an 'emotion dismissing philosophy':

- Could be sensitive to their child's feelings, particularly sadness, and were driven to be supportive, but believed emotions were not really interesting, and that engaging with negative emotions, particularly anger, was not helpful.
- Believed their role was to teach that negative emotions were to be endured, were transitory and could be ignored without detriment.
- Showed a preference for positive emotional displays.
- Were uncomfortable with the negative emotions such as sadness or anger, which were seen as harmful and toxic and to be discouraged.
- Used dismissal to make the negative emotion disappear and distraction to move their child away from the emotion.
- Time-limited comfort was used to change the emotion state of the child.
- Lacked insight or skill in describing the emotions their children displayed.
- Did not support their child's problem solving.

Parents displaying an 'emotionally disapproving' philosophy:

- Found child's negative emotions difficult to tolerate and distanced themselves from them.
- Showed disapproval of the child's emotions, which were seen as needing to be controlled.
- Were critical of emotions and feelings, particularly with anger.
- Focussed on the behaviour resulting from sadness/anger, rather than the

emotions informing the behaviour.

- Viewed children's emotions as weapons used to manipulate adults in a power conflict.

Parents 'high in acceptance but low in coaching philosophy' adopted a laissez-faire philosophy:

- Accepting the expression of all emotions as normal and an individual right, but not reflective on awareness of personal emotions and feelings
- Believing emotions, particularly anger, were personal states that once expressed would dissipate, and the parent's role was to remain present but uninvolved
- Evidencing empathy but unable to explain the emotional experience or use it constructively to support learning.
- Failing to scaffold and support the child with no guidance or limit setting offered.
- Avoiding problem solving in emotional experiences.

et al.

- *The original Emotion Coaching Parenting Programme*

The practical five-step EC approach is to (Gottman and Declaire, 1997):

- Be aware of a child's emotion and aware of your own emotions
- Recognise emotional expression as an opportunity for intimacy and teaching.
- Listen empathetically and validate a child's feelings.
- Label emotions in words a child can understand.
- Help a child come to an appropriate way to solve a problem or deal with an upsetting issue.

Parent's emotion socialization behaviours or MEP resonates with the transformative learning theory that suggests 'the way we typify persons, things, and events becomes our realities...our expectations powerfully affect how we construe experience; they tend to become self-fulfilling prophecies' (Mezirow,

2009:27 and 28). MEP reflects a parent's perception of their roles, rights and responsibilities, and in doing so informs their reactions to, and scaffolding/coaching of, their children's emotions (Gottman *et al.*, 1996; 1997). Although EC parents used discipline and limits in their parenting role, because of the established emotional bonds, there was a bi-directional, valued and respectful connection, which motivated and guided the interactions (Gottman *et al.*, 1996; 1997; Gottman and Declaire, 1997).

Children with higher basal vagal tone were more receptive to EC. The greater the child's ability to suppress vagal tone at the age of 5 years, the less the parents had to down-regulate the child's negative effects, inappropriate behaviours and over excitement, at the age of 8 years (Gottman *et al.*, 1996; 1997). Children whose parents were high in EC and used scaffolding and praise to teach, showed higher baseline vagal tone, and were more able to suppress it in tasks that required impulse control and mental effort (Katz *et al.*, 2012; Gottman *et al.*, 1996). A parent's MEP, along with their child's temperament, over time combine to support an ability to self-soothe, to regulate negative emotions and remain focussed. Therefore, this becomes the most effective, and preferred, parenting model (Gottman *et al.*, 1996; 1997; Porges, 2011; Dencombe, 2012). Although parents were identified as specific parenting types, some families adopted differing MEP for different emotions. For example, some parents were supportive of sadness, but found involvement with anger difficult. Often, this was reflective of the parent's own personal discomfort of the particular emotion.

Emotional competences develop throughout childhood. Psychosocial demands and peer relationships change as a child matures, becoming more independently engaged in new arenas in their expanding, socially constructed world. The demands of peer competence also change; how a 5-year-old child with EC parents responds to emotions is different at 8 years-old. Yet, children of EC parents were recognised by teachers as 'socially competent' (Gottman *et al.*, 1996). The implication is that these children were skilful enough, or were emotionally competent', to know how to express themselves with their peers, by adapting their earlier experiences with emotions. Additionally, positive relationships with peers were believed to contribute to a child's emotion

regulation abilities, even for those with developmental delay (Gottman *et al.*, 1975; 1997). Gottman *et al.*, (1996:262) suggest that early parental EC may confer to children a 'heightened sense of awareness of their own emotions, a better ability to self-regulate their own upset, and a greater ability to attend to the salient aspects of any challenging peer situation'. It also implies that the children of EC parents do not just replicate social-behaviours, but 'what they have acquired are the tools to learn how to learn in emotionally challenging situations, even if that calls for inhibiting emotional responding' (Gottman *et al.*, 1996:262).

By adopting an EC approach, emotional incidents become 'teaching moments' rather than disciplinary-challenges. The adult supports the child to physiologically calm and label their emotions. By empathetically guiding the child's reaction to their own and others' emotions they are able to develop an understanding of what emotions feel like and how to express them to others. Offering supportive problem-solving, the EC parenting contributes to a child's ability to build their own repertoire of behavioural responses, that are constructive and facilitate social and academic integration in later years (Gottman *et al.*, 1996; 1997).

Although Gottman acknowledged that grandparents, teachers and other adults could be emotion coaches, parents were considered the most influential. EC was launched as a 'scientifically grounded, eminently practical way for parents to give their children an essential tool kit for life' (Gottman and Declaire, 1997:14). The self-help style advocated relationships rather than authority and promoted emotional management through teaching rather than discipline. Strategies to improve EC proficiency were offered through: case studies, assessments of parenting style and MEP; discussion of fatherhood; advice on managing common adverse life events: and guidance on adjusting EC to differing childhood stages. EC proficiency was achieved through raised awareness of MEP, practise and reflection.

1.11 Recent Developments in Emotion Coaching Research

The diagram below, **Diagram 1.1**, acknowledges Ginott (1965,1972) influence on Gottman and his colleagues' (1996, 1997) foundational Emotion Coaching (EC) research and their original Emotion Coaching parenting programme. It also temporally evidences the development of international parent-focussed EC research and, the more recently emerged, UK education setting-focussed EC research.

To further contextualise EC, section **1.12** will briefly summarize the principal parent-focussed EC research. Section **1.13** will then detail the Melksham 0-19 Resiliency project (MRP 0-19) (*Rose, McGuire- Snieckus and Gilbert., 2015), the foundational research project in the establishment of the UK Educational setting-focussed EC research. This was a pilot project that has informed subsequent EC research ventures, namely Attachment Aware Schools and EC Interventions Initiatives.

I was integral to the creation, delivery and evaluation of the MRP 0-19 (*Rose, McGuire- Snieckus and Gilbert., 2015), and have been actively involved in the delivery and consultancy in many of the other projects. Therefore, to emphasise my connection and involvement, all related co-authored research publications are marked (*) and all authors' surnames given. These research publications are also listed in an Appendix (**A1**) and appear again in the thesis reference list.

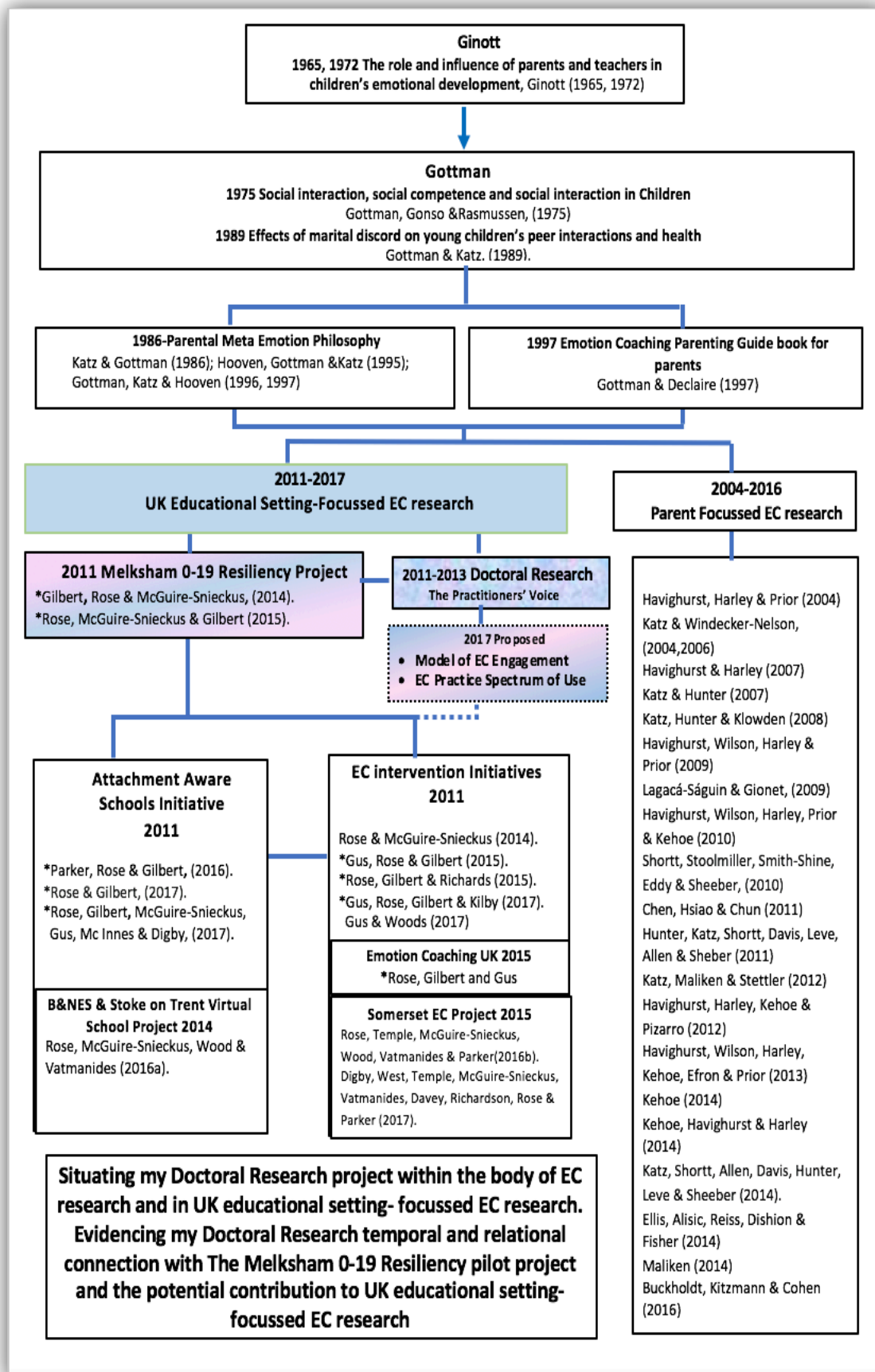


Diagram 1.1 Developments in Emotion Coaching research

1.12 Parent-focussed EC Research

Tuning into Kids (TIK) (Havighurst and Harley, 2007) and Tuning into Teens (TINT) (Havighurst *et al.*, 2012; Kehoe *et al.*, 2014), are programmes based on EC. Using randomised controlled trials, TIK demonstrated improved parental emotion socialisation and child emotional competences, and reduced child behaviour problems. TINT parents showed positive initial, and ongoing emotion regulation 10 months after training (Kehoe, 2014). Parents and children experiencing low and high difficulties with emotional awareness and regulation were involved in the training, suggesting universal benefit (Havighurst *et al.*, 2010; Kehoe, 2014; Kehoe *et al.*, 2014). Parents who took a TINT course:

‘feel more accepting of and tuned in to emotions, they may be calmer and less emotionally reactive, better able to listen to and be present with their child. Young people may feel more comfortable expressing their emotions which allows them to process experiences with the help of their parents. Supportive responses from parents are also likely to provide the young person with a model for internal dialogue, promoting the development of adaptive emotion regulation skills’.

(Kehoe, 2014: 137-8)

Randomised controlled trials by Havighurst *et al.*, (2012) and by Gottman *et al.*, (1997) indicate that EC parented children have fewer behavioural problems, achieve more academically, are more emotionally stable and resilient, are more popular and have fewer infectious illnesses. EC has been successfully used with normative and atypical-development child populations, including children with behavioural difficulties (Havighurst *et al.*, 2012; Katz and Windecker-Nelson, 2004, 2006), depression (Hunter *et al.*, 2011; Katz and Hunter, 2007) and those exposed to violent environments, including interparental physical abuse, maltreatment and community conflict (Katz *et al.*, 2008; Katz and Windecker-Nelson, 2004,2006; Cunningham *et al.*, 2009).

Although the original work of Gottman *et al.* (1996) did identify the role of fathers and EC, they did not find a relationship between the sex of the child, parental MEP and child outcomes. However, gender, EC and parental involvement

requires further investigation (Cunningham, *et al.*, 2009; Hurrell *et al.* 2015; Wilson *et al.*, 2014).

In pre-adolescent and adolescent children, temperament is associated with parental MEP, and parenting style can modify temperament traits (Vassallo *et al.*, 2014). Children with high impulsivity, but low effortful control, are more sensitive to negative parenting (Kiff *et al.*, 2011). Awareness and acceptance of emotions in self allows parents to vary their socialisation behaviours to accommodate differing temperaments and contexts. This adaption shows an understanding of how their child's temperament and contexts may inform behaviours, and subsequent outcomes (Ellis *et al.*, 2014; Hurrell *et al.* 2015; Katz *et al.*, 2012, 2014; Klimes-Dougan and Zeman, 2007; Lagacé-Ságuin and Gionet, 2009). Hudson *et al.* (2009) found mothers of children identified with anxiety disorders (AD) showed less warmth, used more criticism and were more dismissive of their child's negative emotions. Parents of children with AD were also less aware of their own emotions, and those of their children (Hurrell *et al.*, 2017). How a child manages to self-regulate is not just about their predisposition but also about the interactions with caregivers (Gresham and Gullone, 2012). Parents' physiological regulation may affect parenting behaviours, and influence their children's emotional development (Perlman *et al.*, 2008).

It is also possible that the family environment accentuates emotion regulation capabilities and vulnerabilities (Kerns, 2014). Ellis *et al.* (2014) investigated child (48-58 months) and mother dyads (n=74), to determine whether EC mediates family risk and emotional regulation. Focussing on the children's observational learning, and the mothers' MEP, they found a positive association between a child's emotional lability, but not adaptive regulation, and maternal emotion coaching. This could be because EC can have differing outcomes depending on 'the timing, intensity and context of the conversation' (Ellis *et al.*, 2014:8). These findings contrast with Shipman *et al.* (2007) who found an association between adaptive regulation and EC, but not lability in children aged 6-12 years. Wilson *et al.* (2014), compared 54, 5-7-year-olds identified as aggressive and rejected by peers or with low aggression and accepted. High parental EC was associated

with better attention and emotion-regulation skills for children with social and conduct problems.

Katz and Hunter (2007) and Yap *et al.* (2008) found that adolescents needed acceptance of their emotions more than parental awareness or coaching. Younger children may rely on, or their parents perceive a need for, focus on managing emotions, rather than skills to express and understand them. Although the level of a child's self-regulation skills may influence their parent's engagement and perseverance with EC, perhaps lower levels of family emotional expressiveness contribute to emotional regulation problems in children (Gresham and Gullone, 2012; Kerns, 2014; Perlman *et al.*, 2008). However, Hurrell *et al.* (2017) found all parents were more likely to coach fear and sadness rather than anger, suggesting anger is more challenging to EC. Parent-child interaction style changes during childhood; therefore, longitudinal studies using chronological and developmental age (normative and atypical), socio-cultural context and flexible methodologies inclusive of child contribution, would offer further clarity (Ellis *et al.*, 2014; Katz *et al.*, 2012; Klimes-Dougan and Zeaman, 2007; Maliken, 2014; Tarver *et al.*, 2014).

– *Critique of parent-focussed EC research*

Research into parent-focussed EC spans over thirteen years and is based largely in Australia and USA. The criticism of studies into family emotional regulation remain, in that they cannot: control extraneous variables; clearly identify directional variable influence; or replicate multiple contexts. Further, they often involve small numbers of participants that may not reflect the study population; are unrepresentative of ethnicity; are often not longitudinal; use idiosyncratic operationalisation of terminology; are prone to social desirability measures through self-reporting; and focus on individual rather than the collective components of emotional regulation. Therefore, the results are correlational but not causal (Ellis *et al.*, 2014; Katz *et al.*, 2012; Kehoe *et al.*, 2014; Tarver *et al.*, 2014). Maliken's (2014) research into high risk families evidenced a lack of significance between parental psychopathology and emotion socialisation.

Additionally, there was a lack of significance that emotion socialisation practices mediated the relationship between parental psychopathology and child emotion adjustment. Maliken (2014:68), therefore, suggests caution is needed, as 'it remains unclear whether providing in-the-moment instruction for parents around how to be more coaching, validating, and accepting of their children's emotional expression is more useful, or if targeting how parents think about or respond to emotions in themselves and their children more broadly is more appropriate'.

To summarise, current findings suggest that children with access to EC tend to be more socially adept; have better physiological and emotional capabilities; fewer externalising and internalising symptoms; less physiological stress; higher self-esteem; seen as having enhanced social competences and better peer relationships and higher levels of academic achievement than those whose parents were seen as emotionally dismissing (Denham *et al.*, 1997; Dunsmore *et al.*, 2013; Havighurst *et al.*, 2004; 2009; 2013; Hurrell *et al.*, 2017; Katz *et al.*, 2012; 2014; Katz and Hunter, 2007; Perlman *et al.*, 2008; Shortt *et al.*, 2010). MEP informs parenting style and may offer an explanation to variations seen in children's emotional socialisation skills that cannot be explained by parental warmth or harshness (Gottman *et al.*, 1996; 1997; Kerns *et al.*, 2014; Sheeber *et al.*, 2010). Although the results of parenting programmes are encouraging, many do not have the size or methodological rigour to claim evidence-based intervention status (Lagacé-Ságuin and Gionet, 2009; Tarver *et al.*, 2014). Therefore, research findings need confirmation in differing contexts, with differing dyads and critical consideration given before translating into practice and policies.

1.13 Educational Setting-focussed EC Research

Children, coached by EC parents from an early age, acquire more effective social skills through copying role models, and importantly, acquire ‘the tools to learn how to learn in emotionally challenging situations’ including educational worlds (Gottman *et al.*, 1997:178). Evidence from the parenting and family literature suggests there is merit in taking a closer look at another facet of the educational experience; the child/practitioner relationship. ‘What the field needs is coordinated efforts to move from understanding parental socialisation of emotion to understanding teachers’ contributions’ (Denham *et al.*, 2012:138).

Practitioner expression and regulation of emotions; responses to children’s expression of emotions; conversations and coaching of children’s emotions; dynamic ecologies of settings and the interface with parents are still relatively unexplored contributors to children’s emotional and social development (Denham *et al.*, 2012; Katz *et al.*, 2012). Children in England attend educational settings until they are 18 years-old, and some do not have the advantage of nurturing relationships and environments, or adequate economic provision to support effective learning. Accessing supportive relationships and environments in settings could be beneficial to sustain learning potential, particularly for children, who are adversely affected by relational discord, violence and abuse (CDC, 2011; Ginott, 1972; Gottman and Katz, 1989; Shonkoff *et al.*, 2012; Shonkoff and Garner, 2012).

For any child to be receptive to formal teaching and learning, they need to have physiological and psychological security in their environment and relationships (Bergin and Bergin, 2009). Although parents and families are the initial and main care providers, as children become more independent, the influence of peers and other institutions increases. Peer relations are important during middle childhood, and for children with poor peer relations, parental EC buffers against low self-perceptions of self-competence (Buckholdt *et al.*, 2016). Given the duration and intensity of relationships between practitioners and children, EC informed practice may be supportive for children with poor peer relations or transitory peer issues.

Ciucci *et al.* (2015) identified the impact on children's emotional development of early-childhood teacher MEP, emotional styles of practice (coaching or dismissing), and perceptions of their self-efficacy as emotional socialisers. 305 practitioners completed a questionnaire revealing those with greater awareness and acceptance of emotions were consistently more likely to accept and regulate their own emotional responses, and recognise, accept and regulate those of the children. Those who dismissed emotion were less engaged and sensitive to children's emotions, suggesting that the teachers' MEP pervades practice. Offering training to practitioners to raise awareness of MEP, its effects on practice and approach to emotions in settings, could support children's emotional growth.

Gottman and Declaire (1996) recognised teachers as potential EC coaches, but it is only recently that EC has been trialled in community and educational settings.

In 2011, the UK's first-ever two phased, mixed-method pilot study (n=127), the Melksham 0-19 Resiliency Project (MRP 0-19), assessed the suitability of community and educational practitioners being trained in an adapted version of EC (*Rose, McGuire- Snieckus and Gilbert., 2015). The study rested on the premise that supportive adults, other than parents, could individually and collectively empower children and young people to build a repertoire of internal and external socio-emotional regulatory skills that promote prosocial behaviour. As the first UK educational setting-focussed EC research project it was foundational to all subsequent research. I was integral to the MRP 0-19 inception, creation and delivery of the training and evaluation phases (*Rose, McGuire-Snieckus and Gilbert., 2015). It was the catalyst for my doctoral research interest and the source of its participants.

- *The Melksham 0-19 Resiliency Project*

The Melksham 0-19 Resiliency Project RP 0-19 years (MRP 0-19) project was a two-part, mixed method pilot research study funded by a joint venture between the University at which I was a research associate, a Partnership Fund and two Local Council Area Boards, between 2011 to 2013. The project explored the EC

training experience of educational practitioners using EC to support children's resiliency and emotional self-regulation.

Purposive sampling (Patton, 2015) identified a rural disadvantaged town (Part1), and a vulnerable rural area with a high population of military families (Part 2). Dimensional and volunteer sampling were used to detect and recruit settings that were educationally involved with children aged 0-19 years. The settings were approached and allocated start dates, staggered to accommodate prior commitments and facilitate training restrictions. Settings were grouped for training by locations and age-group focus. Participants (n=127) were recruited from early years settings, primary and secondary schools and a youth centre and included senior, junior and in-training teaching staff, teaching assistants, school support staff, Children's Services staff including health and social care services, early years practitioners, youth workers and youth mentors.

The project consisted of an intensive EC training phase, an action research phase to support integration of EC into practice, and an evaluation phase. The initial training programme was designed and delivered by myself and the senior research lead, although as the project gathered momentum, it necessitated more trainers and included colleagues from both the university and local council.

- *Training phase*

Ethical protocols were upheld in accordance with the Bath Spa's School of Education research ethics regulations (BSU, 2011), the British Psychological Society (BPS, 2011) ethical guidance, and each of the participating settings' Codes of Conduct.

All participants undertook an intensive 4-hour training session, delivered either at the setting or the University's postgraduate training centre. The training material provided the theoretical basis for EC and was based on the original work of Gottman *et al.*, (1996; 1997). We adapted and collapsed the five-step model into just three, to make it was easier to remember. Step 1 incorporated the first four steps of Gottman *et al.*'s model (1997). The 3 steps were as follows:

STEP 1: Recognising, empathising, validating the feelings and labelling them

STEP 2:(if needed) Setting limits on behaviour

STEP 3: Problem-solving with the child/young person

The training adopted an inter-active, multisensory learning approach, with multimedia tools to illustrate neuroscience and physiological affective processes, communication/relationship theory and development of EC skills. Appendix **A2** offers further details of the MRP 0-19 course content and structure. Although the training content remained the same for all settings, the delivery style was adapted to accommodate different contexts and participant groups to promote a sense of ownership.

- *Action research phase*

There was a minimum period of one month between the training and the commencement of supporting network sessions. Over one year, four separate hour-long, setting-based networks were held, facilitated by either myself, the senior research lead or members of the EC training team. These sessions provided a forum for developing EC in practice, for sharing experiences and for exploring the complexities and challenges of EC. Discussions were semi-structured and recorded according to Katz and Gottman (1986) MEP theoretical framework. Incidents when EC was used in practice and parenting were recorded.

- *Evaluation phase*

The impact of EC in setting and practice was evidenced through: changes in MEP; evidence of relational models of behavioural management between adults and children; and improved self-regulation and pro-social behaviour by children. Data was collected using pre-and-post-impact psychometric questionnaires. This has been validated by principal component analysis (*McGuire-Snieckus, Rose and Gilbert, forthcoming) and data was collected from participants before, during and after the training and after action research phases. Incidents when EC was

used were recorded with audio-recording and written records. An exit questionnaire, derived from preliminary analysis of the qualitative data from network sessions, was completed by the participants (n=127).

- *Findings*

This mixed methods approach generated quantitative (descriptive and inferential statistics) and qualitative data as indices of effectiveness (Denscombe, 2010). Quantitative data analysis of matched pre-and post-impact psychometric questionnaires (n=115) revealed significant changes in participants' understanding of EC after the training programme, as well as significant differences in behavioural indicators such as reductions in call outs, exclusions and consequences (*Rose, McGuire-Snieckus and Gilbert, 2015). Ongoing analysis of the qualitative data demonstrated that participants believed that EC helped children to regulate and take ownership of their behaviour and to keep calm and to better understand their emotions. Practitioners were more sensitive to children's needs; had a more consistent response to children's behaviour and felt more 'in control' during emotional incidents. Practitioners also believed EC promoted positive relationships (*Rose, McGuire-Snieckus and Gilbert, 2015). Quantitative analysis, using Chi-squared Goodness-of-Fit test, was applied to the exit questionnaire data (n=127). Responses were grouped into: Professional Practice (PP): Adult Self-regulation (AS): and Behavioural Impact on Child (BIC). The highest percentage of positive responses was in response to the items related to the BIC (95%), followed by PP (89%) and AS (82%). However, only the difference in positive and negative responses to professional practice items were statistically significant.

Practitioners identified that EC influenced MEP to be more accepting and less dismissing of emotions, changed professional practice, increased adult self-regulation and had contributed to improved children's behaviour and outcomes. Specifically, they felt it had helped children to regulate, improve and take ownership of their behaviour, calm themselves and better understand their emotions. A secondary school case study (n= 1,350) identified a statistically significant effect persisted after one year on pupil call outs, exclusions and a

reduction in practitioner use of consequences and rewards (*Rose, McGuire-Snieckus and Gilbert, 2015). Practitioners claimed to be more sensitive to children's needs and more consistent in response to children's behaviour. They felt more in control and believed EC promoted positive relationships for all (*Rose, McGuire-Snieckus and Gilbert, 2015).

The MRP 0-19 was small in numbers; funding restricted the recruitment of control groups; no observations were made of EC practitioner use; it lacked cross-cultural and socio-economic representation; and most of the data sets relied on subjective self-reporting (Ogden, 2012), so were open to social desirability bias (Coolican, 2009). Nevertheless, the results were encouraging and suggested the efficacy of EC strategies to support behavioural management approaches and policies within settings across all ages. As a result of its positive findings, the EC training programme was used to inform the emergent Attachment Aware Schools (AAS) project (Rose *et al.*, 2016a, *Rose, Gilbert, McGuire-Snieckus, Gus, McInness and Digby, 2017).

- *Attachment Aware Schools projects and EC intervention initiatives*

The Attachment Aware Schools (AAS) project resulted from a shared interest between the University, local County Council and a range of third sector specialist organisations and local schools. It aimed to promote wellbeing through educational settings. Children's emotional, social and academic wellbeing were supported through the provision of a range of support including; universal setting practice strategies, setting-based individual interventions and external child specialist support. Setting management gave a commitment to support whole setting training and implementation. They also agreed to create audit trails to monitor changes in ethos and children's emotional wellbeing, including academic progress.

All practitioners were trained in EC as a universal practice strategy, attachment theory, trauma awareness and recent neuroscientific evidence supporting basic

brain development and the consequences of trauma. Training was delivered by EC specialists, such as myself and Dr Rose, and an organization specializing in working with vulnerable and traumatized children. Critical attention was given to neuromyths, the stigmatization of labelling, inappropriate medicalisation of children's behaviours and the potential pressures of practitioner emotional investment (Ecclestone, 2017; Howard-Jones, 2014; Rose and Abi-Rached, 2013).

The AAS model offers an integrated approach with EC as a universal approach, setting-based intervention such as nurture groups, and specialist support services, such as educational psychologist and CAMHS providing support for children with identified need (*Parker, Rose and Gilbert, 2016; *Rose and Gilbert, 2017, *Rose, Gilbert, McGuire-Snieckus, Gus, McInness and Digby, 2017).

Two AAS pilot projects, commissioned by two local authority virtual schools in 2014 noted improvements in pupils' academic achievement scores, significant decrease in exclusions and significant reduction in challenging behaviours. Practitioners noted increased confidence in dealing with challenging behaviour which impacted positively on professional practice and self-regulation (Rose *et al.*, 2016a)

AAS case studies (n=10) identified that practitioner-modelling encouraged parents to use EC at home, and the shared practice reinforced a consistent, supportive, approach for the child. The AAS model could be 'a vehicle for facilitating supportive home-school collaborative partnerships with positive outcomes for vulnerable children and young people' (*Rose, Gilbert, McGuire-Snieckus, Gus, McInness and Digby, 2017:160).

Rose and McGuire-Snieckus, (2014) assessed the impact of a collaborative nurture outreach pilot project offering targeted and specialist interventions for vulnerable children with additional needs in Bath and North East Somerset. Attachment-based strategies, including EC, were used to narrow the gap in educational achievement, improve social functioning and emotional resilience. They identified the cost-effectiveness of EC in supporting specialist intervention

across 26 schools. Although numbers were small, as a result of EC use, there were statistically significant reductions in children's disruptive behaviour, improvement in attendance and increased academic attainment; all staff agreed that schools received high quality advice and support and that they had increased confidence and understanding of how to meet the needs of vulnerable children.

A small case-study based, mixed-method piece of research, carried out in an independent special day school for children aged 5-11 years experiencing social, emotional and mental health needs, also identified similar improvements in that improvement in wellbeing in that: rates of pupil restraint decreased, pupils made better than expected academic progress, staff absenteeism reduced, and families reported improved family life (*Gus, Rose, Gilbert and Kilby, 2017)

The Somerset EC Project (Rose et al, 2016b; Digby et al., 2017) is an ongoing three-year (3 phase) project with the key aims of increasing understanding of emotional health and wellbeing; enhancing skills in supporting children and young people's emotional health and wellbeing; facilitating the referral process for children and young people and improving access to health and specialist services. It has introduced EC into primary and secondary schools in southwest England, and trained over 160 EC Champions, who are practitioners working in community and educational establishments. The project has promoted EC in everyday practice in community groups with children and young people, with 75% of schools involved implementing an EC strategy.

Practitioners felt all relationships were improved with EC and a person focussed culture emerged. Practitioner meta emotion philosophy (MEP) became EC focussed and less emotionally dismissing. There was significant improvement noted in practitioner emotional self-regulation and awareness that correlated strongly with improved staff empathy and patience. These findings are consistent with those of Gottman *et al.*, (1996;1997), Havighurst *et al.*, (2010), Wilson *et al.*, (2014), *Rose, McGuire-Snieckus and Gilbert (2015) and Rose *et al.*, (2016a).

EC has provided a framework to support practitioners in managing their own emotional self-regulation and strengthened partnerships by cascading evidence-based activities on integrating EC into practice. A county-wide sustainable

network reflects how different services can work together to support children and young people's emotional health (Digby *et al.*, 2017, Rose *et al.*, 2016b).

However, practitioners identified time issues and difficulties in convincing other staff as challenges to embedding and disseminating EC (Rose *et al.*, 2016b). These were issues also noted in the original pilot study by *Rose, McGuire-Snieckus and Gilbert (2015).

- Summary

EC promotes a relational approach, which recognises a need to feel safe, secure and connected to fully commit to learning (Siegel, 2012). Nurturing and emotionally supportive relationships provide prime contexts to improve current emotional state, enhance capacity for future self-regulation and promote resiliency skills (Gottman *et al.*, 1996;1997; Jones and Bouffard, 2012; Kopp, 1989; Lantieri, 2008). By supporting the development of secure relationships, EC has been positively correlated with secure attachments that instil the tools for children to self-regulate their emotions, reduce negative externalizing behaviour and promote resilience (Chen *et al.*, 2011; Shortt *et al.*, 2010; Verschueren and Koomen, 2012; Wilson *et al.*, 2014). Providing opportunities to role-model and scaffold empathic responses such as EC, helps children and adults to generate pro-social behaviour (Norona and Baker, 2014). EC trained practitioners appear well-positioned to provide alternative and act as additional resources to encourage learning.

Recent independent reports suggest that initiatives such as EC and AAS can provide emotional and social support for children, including those experiencing difficulties. However, there is a call for further investigations and active promotion of successful approaches within educational establishments (Dinwall and Sebba, 2018; Fancourt and Sebba, 2018; Sebba *et al.*, 2015).

To date, EC appears to promote a skill-set that can support child engagement in managing emotional regulation to inform formal learning. It is also considered to support professional practice and research so far suggests that it can be

effectively used in primary, secondary and early-years settings (Digby *et al.*, 2017; *Gus, Rose and Gilbert., 2015; * Gus, Rose, Gilbert and Kilby, 2017; *Rose, McGuire-Snieckus and Gilbert, 2015, Rose et al., 2016a, 2016b; *Rose, Gilbert, Gus, McInness and Digby 2017).

1.14 Critiquing Education Based Social and Emotion Interventions

'What we call the beginning is often the end. And to make an end is to make a beginning' (Eliot, 1942)

Research needs to evidence an awareness of alternative perspectives to justify its positioning within contemporary academic debates. A sound rationale should include a critical awareness of the multiple facets to interpretation. Currently, there seems to be a growing body of knowledge to suggest the importance for children and adults of acknowledging and managing the role of social and emotional learning (SEL) within education-based settings (Bonell *et al.*, 2014; Clarke *et al.*, 2015). However, it is important to be aware of the hegemony of popular literature and remain attentive to alternative approaches and opinions.

As a result of the affective revolution, literature promoting social and emotional wellbeing in education has proliferated leading to a 'normalization of government-sponsored psycho-emotional intervention' (Bialostok and Aronson, 2016; Ecclestone, 2017:49; Immordine-Yang, 2016; Rawana *et al.*, 2014; Rose and Abi-Rached, 2013). The UK Government remains committed to promoting education-based social and emotional learning (SEL), and SEAL (2005) was seen as a vehicle to promote whole school universal programmes. However, in a review of school-based interventions, the SEAL programme was assessed as offering limited evidence of measurable improvements in children's SEL skills (Clarke *et al.*, 2015). Critics question the credibility of SEAL's evidence-base, and the academic assertion that 'making children and young people express their feelings in formal rituals at school will develop lifelong emotional literacy and well-being' (Craig, 2007). The supporting SEL literature is believed to be subjectively selected and dangerously decontextualized, with the consequence that SEAL (2005) became 'a large-scale psychological experiment on young people, which will not just waste time and resources but could actually back-fire and unwittingly undermine people's well-being in the longer-term' (Craig, 2007).

Programmes to promote self-esteem through teacher-led class activities often focus on developing emotional-intelligence and a positive sense of self. However,

emotional intelligence is personal, complex, contingent and evolutionary so cannot be standardized as an auditable outcome (Mayer and Salovey, 1995). Research identifies that for some children, particularly those whose lives may be fraught with social and economic issues and are powerless to change, the forced attention can lead to introspection, excessive rumination and a sense of helplessness (Dweck, 2014, Furedi, 2017). Teachers cannot know the minutiae of children's lives and SEL may be counter-productive for those children at that particular time in their lives.

Additionally, too much focus on the self, without due regard for others, can lead to narcissistic behaviours and a lack of sense of responsibility or engagement with the wider community (Craig, 2007). Research suggests that praise simply offered for achievement does not promote motivation or perseverance; qualities necessary to promote learning. In fact, it can deter effort and risk-taking, as the child may fear subsequent failure and degradation (Dweck, 2007). Children need genuine, mutually respectful relationships to learn, and this requires genuine and empathetic attention of others and opportunities for reciprocity with others (Cozolino, 2013; Pianta, 2003; Siegel, 2012).

The global preoccupation with human reform has led to the increasing medicalization of educational research. This is driven, not by 'lay people, curriculum researchers, philosophers of education, or education professionals' (Tröhler, 2015:13), but concern on creating 'economic citizens, primed to produce and consume' (Thwaite, 2015). There is now an excessive focus in education with 'empirical intervention studies based on the model of clinical research to generate statistically verified...knowledge' (Tröhler, 2015:13). Furedi (2014) believes that schools and teachers should refocus practice on teaching the academic curriculum more effectively, rather than promoting interventional strategies. SEL policies 'represent schooling as a form of intervention' that can 'undermine, and indeed violate, the integrity of the educational enterprise' (Furedi, 2014:13).

Although there is a growing evidence-base for SEL intervention, the evidence-base is considered largely uncoordinated in structure, function and audit. It appears to lack methodological rigour, comparable data, programme fidelity and

long-term data commitment (Banerjee *et al.*, 2014; Humphrey *et al.*, 2013; Vostanis *et al.*, 2013; Yeo and Graham, 2015). There is a call to develop a more credible evidence-base, and greater caution is needed when choosing and implementing any future national health and wellbeing programmes (Blank *et al.*, 2010; Christ, 2014; Brady and O'Regan, 2009; Humphrey *et al.*, 2013; Langford *et al.*, 2015; Pearson *et al.*, 2015; Vostanis *et al.*, 2013; Wolpert *et al.*, 2013).

The suggestion is that all proposed SEL programmes should 'undergo a thorough development phase, pilot testing, rigorous evaluation by randomised control trials (RCT), with embedded cost and process evaluations' (Bywater and Sharple, 2012:404). However, a preference for evidence-based SEL programmes endorses prescriptive educational approaches, which may limit creativity, disregard context and ignore difference and diversity (Craig, 2007; Tröhler, 2015). Additionally, in a climate of austerity, the political and educational agendas demand that public services deliver short-term measurable programmes (Bonell *et al.* 2014). It is therefore increasingly difficult to stimulate, ethically coordinate and support larger-scale innovative alternatives (Blank *et al.*, 2010).

In education-based research there is also a growing unease about an overreliance on any single methodology, such as randomised control trials (RCTs) (Furedi, 2014). RCT's may be appropriate for well-established, large scale, context-controlled medical trials, but are less suitable for small educational settings. They have been described as 'quite limiting at best and inappropriate at worst' (Christ, 2014:74), with Brady and O'Regan (2009) warning that preconceived research hypotheses may inadvertently ignore and objectify the voice and experience of participants. Neither confounding variables, inherent to being human, nor carrying out research in natural conditions can be fully accommodated in RCTs, thereby challenging the dependability or transferability of their findings.

Thwaite (2015:909) agrees, believing 'education has entered the serious world of audit culture', with children treated as a collective, rather than as individuals with individual and collective roles, rights and responsibilities (Ecclestone and Brunila, 2015). This positions statistical significance above other ways of looking at

individual and institutional achievements, with an over-reliance and lack of understanding of statistical data to 'evidence' programme effectiveness. For example, effect-size 'assesses the magnitude or strength of the findings that occur in research studies' (Durlak, 2009:918). It is a complex measure that must be situated and assessed within the context of current and prior relevant and comparable research. 'Judgments should be based on the characteristics of the research studies producing the effect, the type of outcomes assessed, and the practical or clinical significance of the results' (Durlak, 2009:925). Although high-quality, well-implemented universal programmes may only yield minor range effects suggesting small effect-size, they could be of real significance to particular children and settings. Additionally, tacit cultural assumptions underpinning notions of health, wellbeing and educational expectations can lead to programmes, trialled successfully in other countries, not replicating effectiveness when transferred to the UK. Unsuccessful programmes might reflect insufficient understanding of transferability rather than an ineffective programme (Blank *et al.*, 2010).

Universal SEL programmes are thought to reduce alienation and stigmatisation of individuals, and, as they do not require expensive screening procedures or professional support, more cost-effective (Clarke *et al.*, 2015). Yet, Humphrey *et al.* (2013) suggest that as the majority of children are statistically unlikely to develop difficulties, such programmes may not have the impact to target those specifically 'at risk'. Gillies (2015) understood the intentions of SEAL (2005) but was also critical of the SEL outcomes. She believed that SEAL (2005) misunderstood the drivers of emotions in settings, which led to those who did not conform being sanctioned and branded as personally flawed, so marginalised. This restricted opportunity, creating a deficit rather than a supportive discourse of educational care.

The focus on children's social and emotional wellbeing has led to progressively restrictive and fixed categorisation of acceptable and unacceptable behaviours. Behaviours are increasingly branded normal or abnormal, with certain types of emotion subjectively encouraged, and tolerance of others given by medically-defining labels (Bialostok and Aronson 2016; Thwaite, 2015). Although setting-

based SEL programmes aim to promote equality, opportunity and resilience, Ecclestone and Brunila (2015:501) caution that 'our collective sense of vulnerability is embellished by therapeutic orthodoxies'. This has led to an over-emphasis of the roles, rights and responsibilities of the psychological self in SEL education. Indeed, the potential detrimental effects of blurring boundaries between family and education establishments, practitioner and parent, practitioners and pupils and practitioners' personal and professional identities is a concern that has yet to adequately addressed in SEL programmes. Therapeutic existentialism can create a preference to medicalise and disempower, rather than promote resiliency and problem-solving (Furedi, 2017). Maturo, (2012) warns, 'mental health is likely the most medicalized aspect of human life. Emotions like sadness and shyness, if framed through a pathologizing gaze, can easily be turned into illnesses'.

Neuro-education explanation is increasingly used to inform the structure and add credence to SEL programme content. Dweck (2007) suggests that teaching about the brain 'as a learning machine' can promote growth mind-sets in children, supporting perseverance and motivation skills. However, neuro-education is a new and evolving multi-disciplinary field which is still developing a recognisable and transferable shared language. Pedagogical confusion from naïve translation of scientific research has led to a proliferation of neuromyths and some media hysteria (Howard-Jones, 2014; Rose and Abi-Rached, 2013). This has contributed to a global education-economy driven by profit margins and folk-science rather than credible evidence or relevance to children's learning (Ecclestone, 2017).

Gottman and his colleagues (1996,1997) based their successful EC parenting programme (Gottman and Declaire, 1997) on a three-year longitudinal study that investigated the role of parenting on children's development and academic outcomes. The research was promoted as offering innovative measurable models to manage family dynamics and promote emotional regulation and prosocial behaviour. Although there was minimal critical debate about their findings, Eisenberg (1996), Eisenberg *et al.* (1998) and Cowan (1996) offered some discussion. They commented on the imprecise and simplistic operationalised terminology, such as the term 'parenting styles'. Concerns were

mented about the scientific acumen of the research design, in that there was a lack of flexibility to accommodate an ongoing interplay of social and cultural context expectations, maturation and experiences; a dismissal of temperament; and the marginalization of gender and age. The absence of inclusion of the child's perspective, and consideration of their influence on parental response, limited the dependability of the research findings. Focussing on coaching of sadness and anger as negative emotions with no consideration of broader emotional repertoires, such as problem focussed or emotion focussed coping, created over simplistic models. Finally, they expressed concern over the assumption that an EC parenting style was a learnable and transferable style, when this had not been trialled.

Eisenberg (1996) and Cowan (1996) recommended additional investigations of EC, to measure the intensity, as well as frequency, of negative emotions. They suggested the inclusion and measuring of other emotions to identify if EC was consistently used by parents. The potential effect of others external to family, to buffer dismissing and disapproving parenting styles, needed further exploration. There was also a fundamental requirement to clarify if there were four distinct parenting styles or whether coaching styles were more fluid. Katz *et al.* (1996) welcomed the critical debate about EC, however, Gottman and his colleagues did not replicate or extend their research.

UK educational setting-focussed Emotion Coaching research began in 2011, so is in its nascency. Educational setting-focussed Emotion Coaching literature has been published since 2014, and now includes setting-based project reports, edited chapters and evaluative reports related to Attachment Aware Schools and EC intervention initiatives (See **Diagram 1.1**). However, it was only in 2015 that the first peer-reviewed, academic journal paper, reporting the findings from the original MRP 0-19 pilot project, was published (*Rose, McGuire- Snieckus and Gilbert, 2015).

As a result, although informal academic debate regarding educational setting-focussed EC research is gathering momentum, there is still a dearth of published academic critiques. Due to scarce funding; an over-reliance on settings' good-will and motivation for research participation; the restrictive size and limited time for

most projects and the uncoordinated integration of EC initiatives in educational settings, the body of research findings remains fragmented.

However, critical concerns voiced in SEL literature are apposite to the emerging EC research community and support evaluation of EC initiatives. The concept of EC in educational settings and informing professional practice is novel, so open to differing translation and understanding. For example, wellbeing and emotional regulation are largely subjective and can have multiple meanings, which causes difficulty when comparing EC research results. As discussed earlier, there is an awareness that attending to social and emotional issues has the potential to raise psychological and physical concerns that cannot be dismissed and may subsequently compromise the practitioner-child relationship. Educational practitioners have a statutory duty to attend to the welfare of children and must follow recognisable and formal support procedures. Additionally, to ensure that EC practice does not lead to personal distress there needs to be appropriate and accessible safeguards in place for all practitioners.

Assessing effectiveness of EC research has largely relied on mixed methods approaches, creating opportunities for statistical inferences. Yet EC projects have been relatively small in sample size, which affects the credibility and transferability of the findings. While statistical significance is a useful indicator, attention needs to be drawn to the fact that there is a reliance on self-reported EC data and that no observational data has yet been collected. Additionally, the samples reported are voluntary and may not be fully representative. Data that is collected, particularly during group workshops, may evidence social desirability bias, and not reflect all interpretations (*Rose, McGuire- Snieckus and Gilbert, 2015; Rose et al, 2016 a, b).

In summary, practitioners and educational establishments can be overwhelmed by the range of SEL policies, strategies and initiatives, leading to 'uncoordinated, piecemeal and incomplete' implementation (Banerjee *et al.*, 2014:718; DfE, 2011b). A lack of shared understanding and expectations of SEL within educational settings, and poorly co-ordinated leadership from setting level to government, has restricted the ability to effectively compare and support successful SEL ventures. Unmet expectations with little guidance on the variation

of empirical results, coupled with poor practitioner experience, are detrimental to practitioner confidence, disincentives to participation and barriers to sustainability (Humphrey *et al.*, 2013; Kenworthy *et al.*, 2014; Oscher *et al.*, 2016; Pearson *et al.*, 2015).

There remains notable epistemological gaps and ontological controversies surrounding the practical and moral efficacy of promoting SEL initiatives in education settings. EC research must be both informed by and contribute to the ongoing critical debates in regard to promoting sustainable SEL practices. The main driver of SEL programmes remains the need to better understand the complex processes and systems that support mental health and wellbeing in our socially constructed world. To promote informed and effective SEL practice, which positively engages and connects all those who work in the children's service sector, credible dissemination and monitoring practices are required (Hruby, 2012; Immordino-Yang, 2016; Rawana *et al.*, 2014; Rose and Abi-Rached, 2013).

1.15 Doctoral Thesis Focus and Guiding Research Questions

To situate this thesis within the body of literature, I will briefly explain how the doctoral research is both informed by and contributes to the broader field of SEL, and the emerging UK educational setting-focussed EC research. The research questions will be introduced, and their guiding role in the inductive research process stated.

- *Situating the Doctoral research and justifying the focus*

There is now a demand for professional training to develop better understanding of SEL in relation to practitioner engagement and commitment (Baker-Doyle and Yoon, 2011; Bracket *et al.*, 2012; Clarke *et al.*, 2015; Collie *et al.*, 2015; Zinsser *et al.*, 2014). Parr (2006:135) noted, 'it is only through our own participation and engagement that we truly come to acknowledge the challenges faced by our students and the demands we place on our students'. A small, qualitative study I carried out with early years practitioners (n=40) concurred, suggesting that effective practitioner knowledge acquisition occurs through 'living to learn and learning to live' (*Gilbert, Rose, Palmer and Fuller, 2013:13). Multisensory active engagement supplements professional knowledge, giving practitioners the confidence or sense of empowerment to change practice (*Rose, Fuller, Gilbert and Palmer, 2011). However, few setting leads consider 'training, consultation, supervision, counselling or support for their staff as a key part of their overall approach to supporting pupils' mental health' (Vostanis *et al.*, 2013:156).

EC promotes a relational approach for practitioners to teach emotional regulation and manage behavioural moments. Having been involved in the creation and delivery of the first EC education setting-focussed research, the Melksham 0-19 Resiliency Project (MRP 0-19) (*Rose, McGuire-Snieckus and Gilbert, 2015), I gained a wealth of experience and skills that enhanced my understanding of EC. The mixed methods pilot project focussed on the efficacy of practitioners' use of EC as an alternative approach to manage children's emotional regulation and behaviour. I realised whilst carrying out the MRP 0-19 project that there was also an opportunity to complete **a distinct, but complementary project**, which could also contribute to EC research knowledge. I was privileged to have time-limited

access to the first EC trained, education-based practitioners. From spending time with these pioneers, relationships based on mutual respect and shared project experience, developed. I heard many fascinating anecdotal accounts of EC use, which included both personal and professional reflection on practice and outcomes.

The MRP 0-19 (*Rose, McGuire- Snieckus & Gilbert, 2015) research design focussed on data which evidenced statistical changes in behavioural regulation and academic outcomes for children, as well as monitoring changes in practitioners' understanding of EC. We were able to collect a small amount of qualitative data from the practitioner focus group discussions and exit questionnaire. However, **individual practitioner EC experience was marginalized** as their voice was muted and hidden in the statistical data. We were unable to capture detailed nuances of the practitioner's training experience, give opportunities to share the specifics of EC use or to explore in detail the relationships between personal, professional and setting emotional values and belief systems.

I therefore decided to undertake **an independent but symbiotic doctoral research project, that ran concurrently with the MRP 0-19** (*Rose, McGuire- Snieckus & Gilbert, 2015). The doctoral research recruited participants from the MRP 0-19 (*Rose, McGuire- Snieckus & Gilbert, 2015) and, with an interest in the personal and particular, focussed on practitioner personal and professional EC experience, giving primacy to their voice. **This doctoral research was the first to focus exclusively on UK education-based practitioners' perspective of EC, their training experience and the effect on personal and professional emotional awareness and practice.**

Although parent-focussed EC research has evidenced the effectiveness of EC in supporting emotional regulation for children and families (Duncombe *et al.*, 2012; Havighurst *et al.*, 2004, 2009, 2010, 2012, 2013; Gottman *et al.*, 1996; 1997; Katz *et al.*, 2012; Kehoe, 2014, Kehoe *et al.*, 2014; Maliken, 2014), **this doctoral research was the first to explore the educational-based practitioners' perspective of EC in settings.** To my knowledge, at the time that this doctoral

study was carried out, there was no research that had focussed on the practitioners' perspective of UK educational setting-focussed EC training. **Therefore, this doctoral research was unique, and offers a significant contribution to the EC literature. It contributes to the body of SEL literature, in the promotion of universal-focussed SEL initiatives. The doctoral research also contributes the practitioners' voice to the debate on 'therapeutic education'** (Ecclestone, 2011, 2017; Ecclestone and Brunila, 2015; Gillies, 2011).

EC was introduced to provide practitioners with a relational approach to support children's emotional regulation therefore, **this doctoral thesis responds to the request for more research to evidence social regulation in non-affiliated dyads** (Coan and Sbarra, 2015; Reeck *et al.*, 2016). Literature suggests that involvement in delivering SEL in settings benefits practitioners' wellbeing (Bonell *et al.*, 2013; Collie *et al.*, 2015). However, there is a dearth of research that explores holistic relational approaches in settings, behavioural management and practitioner involvement. **This doctoral research contributes to the literature related to practitioner wellbeing in relation the use of EC to support emotional regulation in educational setting**

- *The Research Questions*

Due to the novelty of EC use in education-focussed settings, there is much to investigate and understand. With scant prior reference points to guide the research, a creative and pioneering spirit was required. As a doctoral student, and a novice in the field of research, this presented an opportunity with many challenges. There was much responsibility to ensure the research provided foundational and credible knowledge to guide and stimulate subsequent research.

This research was inductive, beginning from a perspective of personal uncertainty, not only with the research focus but also about how to study, evaluate or represent EC.

I accepted 'we define facts through the meanings we hold and the actions we perform. And we construct meanings through the actions we take toward objects and events in the world' (Charmaz, 2017: 39). However, it is only through connecting and questioning others that meanings emerge to be challenged or confirmed, therefore, the questions that framed this doctoral research mattered. I recognized a need to create clearly defined research questions, to communicate my research intentions and boundary my work. Yet, I was also aware of the 'tyranny of the research question', and that research questions 'should guide, but not dictate'. (Brown, 2010:174,194; Charmaz, 2017).

I sought to understand the practitioner's perspective, their constructed meanings of EC including their EC training and practice narratives. Therefore, although the questions originate from my initial interests and understanding, they were designed to accommodate ambiguity and flexibility. This was to allow the participant's voice to dictate the research agenda and journey.

The following research questions guide this research: -

1. What is the EC experience for practitioners using EC in settings?

Explored through:

- I. The narratives of the research journey experience of training in EC for practitioners.
- II. The practitioners' narratives of using EC in emotional situations.

2. How does EC influence practitioners' response to emotional and behavioural situations in settings?

Explored through:

- III. The practitioners' perceptions of the role of emotions in settings practice.
- IV. The practitioners' perceptions of EC in their understanding of, and response to emotions.

3. What evidence is there of personal and professional practice change resulting from using EC in their working practice?

Explored through:

- V. The practitioners' reflections on practice response changes to emotions and emotional behaviours in the workplace.

Although the results and discussion chapters will be largely structured by the conceptual categories or themes from the analysis of the intensive semi-structured interviews, how these inform the research questions will also be discussed.

1.16 Summary

Learning is a lifelong, recursive pursuit, involving trial and error, experience and maturation, knowledge and reflection, and listening to oneself and others. Driven by our primordial desire to survive through adaption, physiological systems support and orchestrate behaviours, reinforcing reactions and responses. Experiences and interactions are accumulative and can be protective and nurturing or detrimental and damaging. Due to the neuroplasticity of the brain and the vagus system, we develop capacity to anticipate and respond appropriately to environments and others. Children, as a way of understanding their worlds and engaging more fully with social worlds, 'keenly notice others' behaviour, and in so doing, they learn how to think and feel "appropriately", and when to express themselves' (Bialostok and Aronson, 2016:113).

Weare, (2015:3) believes that there is sufficient evidence to assume educational establishments can be central to the delivery of initiatives for SEL support:

'academic learning, motivation, and sense of commitment and connectedness to school; staff well-being, stress reduction and performance; pupil well-being and the development of social and emotional skills; the prevention and reduction of mental health problems, such as depression, anxiety and stress and improving school behaviour and reductions in risky behaviour'.

Effective SEL setting-based programmes share the following characteristics (Clarke *et al.*, 2015:7):

- A focus on the cognitive, affective and behavioural skills and competencies of teaching skills.
- The use of competence enhancement and empowering approaches.
- The use of interactive methods including role play, games and group work.
- Well-defined goals with a coordinated set of activities.
- The provision of explicit teacher guidelines.

Gutman and Vorhaus (2012) suggest the need for an inclusive and sustainable SEL approach throughout children's education and. SEL should be delivered through broad educational 'strategies' rather than focussing on specific, targeted and limited programmes. Reactive and proactive interventions need to be combined into the curriculum and ethos, creating healthier settings (Bonell *et al.*, 2014; Clarke *et al.*, 2015).

Those who advocate caution in promoting therapeutic-style education suggest that it is detrimental and disempowering rather than nurturing and enabling (Craig, 2007; Ecclestone and Brunila, 2015; Furedi, 2014). There continues to be difficulties identifying a set of evidence-based SEL principles that can be readily transferred into all educational settings (Goodman *et al.*, 2015; Feinstein, 2015; Humphrey *et al.*, 2013; Ledrum, *et al.*, 2013; Sklad *et al.*, 2012; Weare, 2013). Multi-disciplinary researchers of the 'affect revolution' (Adrian *et al.*, 2011) have called for greater communication to create replicable and credible knowledge to enhance transferability of research into robust educational policies and practice (Gross, 2015; Fiedler and Beier, 2014; Maliken, 2014). For settings, balancing dissemination of identifiable positive outcomes to encourage programme uptake, without encouraging unrealistic expectations that it offers a panacea to transform emotional health and wellbeing, is needed (Humphrey *et al.*, 2013; Pearson *et al.*, 2015).

Emotion Coaching(EC) is an opportunity to work with, not against, human physiological mechanisms and psychological desires for relational security and social interaction. It does not attempt to enforce an imported and prescribed way to be, which can marginalize, but offers universal access to communication which can unify, without stifling creativity and individuality. EC focusses on supporting empowerment through the development of effective emotional regulation skills to promote the skill base in both the child and the practitioner.

In the next chapter the methodological approach to the doctoral research will be discussed.

Chapter 2: Methodology

'Life on the disciplinary boundaries is never easy, but the rewards to be derived from the hard work demanded are profound' (Kincheloe, 2001:691)

2.1 Introduction

The search for the source and meaning of knowledge, truth and reality drives research (Crotty, 1998; Kincheloe, 2005; Van Manen, 2014). Subjectivity from personal interpretation is inevitable and often tacit, because the researcher includes prior meanings and considerations into the creation of new knowledge. As individuals, we mentally construct realities, and through our engagement and experience, continually contribute to changes in individual and collective interpretations. We are integral to defining truth and reality, as 'being human is not a unity, not autonomous, but a process perpetually in construction, perpetually contradictory, perpetually open to change' (Belsey, 2002:119). That is to say, 'studying the individual alone, separate from the social world, fails to take into account all the facts of existence and [so] merely represents an abstraction' (Davis and Wilson, 2009:6).

Trying to make sense of the social world whilst being a part of it, and using recognised concepts to do so, suggests that knowledge will always be 'situated' in time, place and person, and 'embedded in the very social relations it attempts to explain and understand' (Andrews, 2012; Riessman, 2008; Smith, 1998:4). There is therefore an expectation that research addresses the role, style and subjectivity of involvement of participants and researchers, enabling the reader to gain 'a sense of verisimilitude, so that they can cognitively and emotively "place" themselves within the research context' (Ponterotto, 2006:543).

This means generating 'thick descriptions', rather than providing a simple description. The resultant 'thick meaning' offers a contextualized account of the phenomena as a 'multiplicity of complex conceptual structures, many of them superimposed upon or knotted into one another' (Geertz, 1973:10). Although

Fusch and Ness (2015) differentiate between 'thick data', meaning a lot of data and 'rich data' signifying quality and complexity, semantics aside, qualitative researchers need thick, rich data (Wertz *et al.*, 2011).

Patton (2015:70) sees reflexivity as a 'way of emphasizing the importance of deep introspection, political consciousness, cultural awareness and ownership of one's perspective'. How scientific philosophies boundary and anchor work to define the role of 'self' and 'other' needs explanation as research demands interpretation (Barnett, 2012; Crotty, 1998; Moon and Blackman, 2014; Ponterotto, 2005). Lub (2015:6) suggests making overt the 'theoretical orientation and personal anticipation, both known in advance and as they become apparent during the research'. This 'I' contribution to the research focus, furthers understanding of what is defined as reality, truth and knowledge revealing the researcher's personal and professional ontological and epistemological beliefs (Cohen *et al.*, 2011; Ponterotto, 2005).

Therefore, through discussion of truth and reality, my role as the researcher and interactions with the participants, I will endeavour to offer transparency. By describing my personal, theoretical and methodological orientations, with my dilemmas and interpretations, the reader can contextualise the credibility of the data, and its analysis (Denzin and Lincoln, 2011; Lub, 2015). This 'thick' research approach, embraces the role of 'I' in the design, execution and analysis of research.

2.2 Research Reflexivity

- Positioning my truth, knowledge and reality

Van Manen (2014:223) suggests that ‘the way to knowledge and understanding begins in wonder’. I remain fascinated in the difference and diversity of people’s interactions in our socially constructed worlds, and curious about connections and recursivity in relationships, communications and contexts. This personal and professional interest rests on the premise that humans are sense-making creatures, and that knowledge is ‘neither inside a person nor outside in the world, but exists in the relationship between persons and world’ (Kvale and Brinkmann, 2009:53).

Although we can create meaning, we are born into a world of meaning, so how we view and engage in the world is socially constructed. Culture ‘directs our behaviour and organizes our experience’ and is fundamental and integral to human functioning (Geertz, 1973:44). The world is already interpreted through those who have gone before, and knowledge judged meaningful and real in relation to what is already known. This self-referent system (Andrews, 2012) suggests that meaning is drawn through inference rather than being fixed, and is bestowed through immersion and engagement with others, social institutions and organizations. Indeed, Willig (2013) proposes that factual data only has relevance when interpreted and communicated through personal, cultural and historical lenses. Only then can meaning and understanding be created, and a truth and reality status be assigned to oneself and others. It is through heuristic engagement at individual and collective level that we amend ‘dynamic meaning systems’, supporting shared understanding and adapting personal-meaning constructs (Hughes, 2010:41). With globalization and technological advances, truth and relevance are continually changing, contributing to a perpetual construction of the social world. Therefore, there is a symbiosis, a contingent recursivity to ‘knowing’, in that, over time, it changes through our engagement with ourselves, with others and with the natural world.

For researchers 'life on the disciplinary boundaries is never easy, but the rewards to be derived from the hard work demanded are profound' (Kincheloe, 2001:691). I have trained and worked in various disciplines, giving me opportunities to acquire heuristic understanding of the human condition and stimulating creative, cross-disciplinary thinking. Natural inquisitiveness fuelled my study of undergraduate human geography and then psychology as a postgraduate. Work as a mother, teacher, nurse, health promotion officer and lecturer in early years, affirmed my belief that 'self' and 'life' are products of continuing, interacting physiological, psychological and sociological factors. To understand this complexity, natural and human scientific knowledge needs to be understood, embracing a multi-disciplinary approach to knowledge creation (Kincheloe, 2005; Rogers, 2012). This research references the physiological, psychological, societal and personal influences to position its focus, design, execution and interpretation.

I believe that our world is both natural and human, objective and subjective. Objects and artefacts, such as anatomical and physiological mechanisms, are fundamental to life but independent of human understanding. This suggests an acceptance that there could be a reality beyond language and perception, and that some things, may exist outside the human mind. I accept that in the search and creation of credible knowledge, methods and measures pertaining to biomedical phenomena are contributory. However, this type of knowledge can only ever be partial; a form of incomplete knowing. Research into symbiotic relationships within human agency, language and interpretation is essential to create credible explanations. I am mindful of concern that attempts to ensure social relevance and reflect reality must not disregard research rigorousness (Bronfenbrenner, 1977; Charmaz, 2014; Hanson *et al.*, 2011).

Historically, the term 'science' is synonymous with quantitative techniques, rather than a universal descriptive term to signify credibility. Mays and Pope (1995:109) suggest that science represents 'a state of mind, or attitude, and the organizational conditions that allow that attitude to be expressed'. This work is scientific, because it involves critical consideration of methodologies to clarify and justify the informing theoretical perspective and reflexivity. However, rather than

rely on quantitative replication and numerical conformity, credibility and rigor are conferred qualitatively. Choosing to adopt this approach offered a practical set of complex interpretative practices; for me, numerical data cannot fully 'tell a story' (Patton, 2015:54). Qualitative methods embrace, engage and evolve with changing political, philosophical debates and are applicable to all human disciplines (Gray and Milne, 2015; Denzin and Lincoln, 2011). The research focus is concerned with exploring qualitative and individualistic detail, through practitioners' interpretation, understanding and experience of EC; it is not intended to verify or uncover 'truths' about EC.

Studying language:

'accurately describes observed social actions and assigns purpose and intentionality to these actions, by way of the researcher's understanding and clear description of the context under which the social actions took place. Thick description captures the thoughts and feelings of participants as well as the often complex web of relationships among them' (Ponterotto, 2006:543)

Yet, as 'language is the only means we have to consider what we see and to communicate our understanding of social phenomena', there needs to be caution with the explication of meanings of words and phrases used by the participants and researcher (Milliken and Schreiber, 2012:687). It is expected that meaning and definition extend within and amongst participants and researcher, as it is through dialogue and interaction that we become aware of others' perceptions, feelings and attitudes. Milliken and Schreiber (2012) suggest that this level of detail enriches and gives more authority to any emerging conceptualization. However, researchers need sensitivity to the 'tyranny of the familiar' (Crotty, 1998:59) and vigilance to potential duplicity of language, 'as it shapes what we ask, see and tell' (Charmaz, 2014:284). To move beyond simple description, the perspectives of the participants and researcher must be given.

By making perspectives explicit, the restrictions and bias that implicit belief systems bring to any research can emerge. This acknowledges that the 'fully developed and ... educated self is not only conscious and self-conscious, but

also sophisticated, and capable of taking account of considerations above and beyond the present situation or particular undertaking' (Wringe, 2015:35). Our minds become more aware of our own actions and beliefs through self-reflection and self-awareness (Katznelson, 2014).

- *Positioning my research interest*

I am interested in the 'human condition' (Arendt, 1998:5), in our capacities, actions and consequences, and driven by a central question: what are we doing? Natural science alone neither captures the complexity and nuances of the human condition, nor translates into everyday understanding. An overreliance on a logical, numerical language implies accurate measurements can be made and replicated, and that we respond as rational beings (Crotty, 1998; Kincheloe, 2005). An acceptance that disorderliness and complexity are integral to human existence questions this suggestion. Behaviour is not just the product of action and reaction; it is contingent on and responsible for ongoing contexts and relational interactions that recursively link action and reaction over time. To engage in personal and collective understanding about how to live and behave, words and conversations are needed, because meaningfulness is only experienced when we 'can talk with and make sense to each other' and ourselves (Arendt, 1998:4).

It is within relational interactions that my research interests lie. At a macro scale, national organizations combine and contribute to societal structure, for example, health, welfare and education. At a micro scale, inter- and intra-personal level engagement, including personal reflective thinking, personal and professional relationships and individual and collective interactions operate.

Research into the human condition suggests compromised health and wellbeing as having origins in a combination of detrimental relationships and adverse environments *as well as* unfavourable physiological function. (Shonkoff *et al.*, 2012; Balbernie, 2001; Siegel, 2012a; Van Der Kolk, 2014; Heller and LaPierre, 2012). EC, informed by IPNB (Siegel, 2012a, b), combines knowledge of

physiological function with a focus on social competences. IPNB proposes ‘an integrated view of how human development occurs within a social world in transaction with the functions of the brain that give rise to the mind’ (Davis and Wilson, 2009:1). Through knowledge combination from human, social and natural sciences a ‘consilience’ approach to the human condition is promoted (Wilson, 1998). Interaction, interconnection and relationships are considered integral, as are contingent and recursive processes. The brain is seen as both a physical and social organ, built and maintained through experiences, so the social world has significant influence on the construction of an individual (Cozolino, 2006 and 2013; Siegel, 2012a, b, 2014).

My research focusses on educational settings, because in these establishments, societal attitudes, beliefs and values are reflected, shaped and reshaped. The MRP 0-19 (*Rose, McGuire-Snieckus and Gilbert, 2015), previously described in Section 1.13 and in **Appendix A2**, was my first involvement in a funded, inter-agency pilot project. It used physiological, psychological and sociological aspects of the human condition to facilitate prosocial behaviours and emotional regulation. I became increasingly interested in practitioners’ personal and professional EC experience and how it informed and affected personal and professional practice. Working on the MRP0-19 gave me the opportunity to have access to EC trained practitioner’s voice. My thesis therefore could be inductive and person-centred research, capturing the practitioners’ experience of EC.

With direct access to practitioners, I needed a methodology with tolerance, capacity and flexibility to validate the data collection. Above all, it needed to accept my contribution and engagement with the participants, and recognise the relational, interactive and contingent nature of communication in the creation of thick, rich data. Yet, the methodology also needed to provide a supportive framework, allowing data to be analysed with rigor. There was, at this point, no conscious interest in creating theoretical models, although I hoped my research would contribute and complement data already collected by the MRP 0-19, and the subsequent ever-expanding EC evidence base (Digby et al., 2017; Gottman *et al.*, 1996, 1997; *Gilbert, 2014; *Gus, Rose and Gilbert, 2015; *Gus, Rose, Gilbert and Kilby, 2017; Havighurst *et al.*, 2009; 2010; 2013; Kehoe, 2014;

Maliken, 2014; Rose and McGuire-Snieckus, 2014; *Rose, McGuire-Snieckus and Gilbert, 2015; Rose *et al.*, 2016a, 2016b, *Rose, Gilbert, McGuire-Snieckus, Gus, Mc Innes and Digby, 2017).

2.3 The Research Paradigm

To focus specifically on practitioner's EC experience, I first needed to consider what constitutes experience, and how this could be captured, expressed and explored. What data should I collect, and which methods could furnish me with the necessary interpretable information? To collect data that is true to personal experiences, I had to consider what was representational of participants' experiences? When there is a failure to understand the principles and assumptions that are embedded in belief systems that inform actions, then the integrity and validity of any research design can be questioned (Crotty, 1998; Davis, 2009; Kincheloe, 2005; Moon and Blackman, 2014). Hence, before being able to justify the chosen methodology, and even before stating the theoretical standpoint that positions my understanding of what research can achieve, there was a need to explore ontological premises that inform my understanding of what it is to be human. I needed to evidence epistemological premises of the how and what it meant to understand. By exploring and explaining the ideological philosophy that inform my perceptions of reality, I can define adequate and legitimate knowledge. In understanding how these then relate to differing past and current philosophical principles, my research approach to meaning, truth and reality becomes more apparent.

- *Positioning ontology and epistemology*

Ontological and epistemological issues tend to evolve together and complement one another, so to talk of the construction of meaning is also to talk about the construction of meaningful reality (Crotty, 1998). Both reveal philosophical perspectives which inform beliefs, subsequent actions and engagements. They illuminate the assumptions, which define truth, meaning, reality and knowledge, providing generalized systems to view and make sense of the world. They are therefore, integral to any justification of research design, conduct, analysis and discussion (Davis, 2009; Kincheloe, 2001; 2005).

Willig (2013:12) suggests that realist ontology assumes there is a world 'out there' waiting to be discovered by humans. Realists believe that there is a world beyond and separate from human experience, which can be studied by applying the

correct methods: historically, the methods of natural science. Idealist or relativist ontology assumes that we do not live in an orderly world governed by laws. Their emphasis is on diversity in personal and collective interpretations, resulting from the independence of psychological phenomena from the material world. Relativists suggest that reality is a flexible construct of the human mind, so relative to each and every individual, at any given time and place. Between these two positions are varying forms of realism and relativism that differ in acceptance and inclusion of culture, time and social grouping. The degree of confidence with which reality can be confirmed varies because, 'at different times and different places there have been, and are, very divergent interpretations of the same phenomena' (Crotty, 1998:64).

Epistemology examines how knowledge is created, the different ways of knowing and explaining, and informs possible applications of knowledge to our world (Ghezeljeh and Enami, 2009; Willig, 2013). Moon and Blackman (2014) believe that differences in the ontological and epistemological reflect positions on a spectrum, rather than inhabiting distinct and hierarchical organizations of time, place and person. However, regardless of whether a world exists outside of human consciousness, a meaningful world can only exist when minds are acknowledged and involved (Belsey, 2002).

Aligned more with realism, objectivists assume that reality can exist independently and outside of the human mind, 'the facts of the world are essentially there for study' (Pratt, 1997:23). Constructionism rejects this as 'meaning is not discovered but constructed' (Crotty, 1998:9). It relates to epistemological considerations concerned with meaning-making activities of the mind, suggesting our experiences are unique, valid and worthy of respect. Concurring more with the relativist school of thought, it rejects the idea that there is a single truth just waiting to be discovered. There is not one valid interpretation of reality, only useful, often liberating, sometimes fulfilling and rewarding interpretations (Crotty, 1998). Human reason can be seen as both common sense and as a set of coherent beliefs that reflects 'a way of speaking, thinking and experiencing' (Belsey, 2002:4). Meaning is, therefore, integrally linked to inter-personal and intra-personal interactions and relationships (Cohen *et al.*,

2011; Crotty, 1998; May, 2011; Moon and Blackman, 2014). Accepting multiple realities, and questioning whether any researcher can declare objective truths, I align more with constructionist views of meaning.

Believing that knowledge is fashioned by humans, the world 'becomes a world of meaning only when meaning-making beings made sense of it' (Crotty, 1998:10). Perhaps this view reflects my history of multi-disciplinary training and work experience, in that 'the frontiers of knowledge-work rest in the liminal zones where disciplines collide' (Kincheloe, 2001:689). However, there is a perplexing tautology in the justification of any chosen research design. Whichever design is considered credible must both reflect, and be restricted by, an individual's understanding of what can exist and how meaningful knowledge can be created. This then reinforces ontological and epistemological beliefs, and methodologies not aligned with personal discipline or belief system are more likely to be dismissed as inadequate or inappropriate (Davis, 2009; Gray and Milne, 2015; Moon and Blackman, 2014). This may be because of the dominant belief systems, but as Pratt (1997) observed, adults are often unaware of their belief systems, looking through rather than reflecting on them

In an attempt to not to be restricted by them I consciously engaged in the histories of knowledge paradigms. Crotty (1998) advocates that instead of deciding which established paradigms to follow, researchers use them to explain and illustrate their own. He believes 'we have to devise for ourselves a research process that serves our purpose best, one that helps us more than any other to answer our research question' (Crotty, 1998:216). Therefore, it is important to evidence critical consideration of 'other ways of constructing meaning' to justify my final approach.

- *Positioning theoretical perspectives*

Theoretical perspectives specify a 'manageable set of general assumptions and concepts assumed important in investigating particular social behaviours' (Stryker, 2008:17). They reflect both historical and disciplinary ontological and epistemological preferences. Recognising this connectedness helps to contextualise and understand community and personal paradigm preferences.

They provide the context for the process, logic and criteria of a chosen methodology, they bestow credibility to knowledge, whether from 'deductive, value-free [and] generalizable [or] inductive, value-laden [and] contextually unique' (Crotty, 1998; Moon and Blackman, 2014:1169).

I admit that research credibility proffered by evidencing fidelity to a recognisable theoretical perspective was appealing. As a novice researcher, to align to canonical writers with defined philosophical perspectives, belief systems and views of the world seemed reassuring. Like Ball (2013:2), 'I was never quite certain enough, so the fact of my identity was never quite established'. Therefore, my attempts to locate myself were initially driven by efforts to imitate traditional academic writing and use my limited research experience, rather than conscious pre-research reflection and understanding of allegiance. Wolgemuth (2016:521) acknowledges that 'identifying with a particular research tradition seems one instrumental way to simplify the task of packaging and selling oneself in the academic market'.

However, I was aware that 'human knowledge is always in danger of being misled, distorted, or adulterated by the notions, concepts, and paradigms employed' (Schmidt, 2012:6). Well-established identities can create silos of thought systems, which become increasingly defined and powerful, and less reflective and responsive to one another (Lamont and Swidler, 2014; Wolgemuth, 2016). If thinking creatively and productively is the cornerstone of any good science 'communication across segments increases the probability of encountering ideas that can generate novel insights unavailable if communication is limited to persons sharing the same idea' (Pinel, 2013; Stryker, 2008:21).

Positivism has a strict adherence to phenomenalism, knowledge observed and directly experienced through the senses, to create social facts and laws. Specific quantitative evidence is gathered and studied as factual data to create law-like generalities. Originating from natural sciences, the marginalisation of the roles of values and the metaphysical, such as 'emotions' in the human sciences meant that theoretical models were criticised as unrepresentative or unrelated to actual lived experience (Smith, 1998). In accepting 'human interests, human values, human fallibility, human foibles' post-positivism moves positivist science closer to

being viewed as a human affair (Crotty, 1998:36). Although it acknowledges that humans will never completely know reality, the focus on hypothetic-deductive methods remains (Cohen *et al.*, 2011; Crotty, 1998; Ponterotto, 2005).

Focussing on generalisable rules, and quantification, does not align with my interest in inter-subjectivity, communication, values, feelings and states of consciousness. My belief is that reality is not waiting to be discovered but is constructed by individuals and groups. Additionally, post-positivistic methods often ignore the tacit pre-suppositions of 'qualitative knowledge'. A researcher must come with some knowledge of what something is, its meaning and relevance, as meaning can only be constructed by conscious engagement. An experience can have no meaning without referring to objects, therefore, objectivity and subjectivity coalesce, and meaning-making is achieved (May 2011; Smedslund, 2016; Wertz *et al.*, 2011).

Interpretivism evolved as an alternative theoretical perspective to further social science's understanding of the lived experience. Instead of adopting a nomothetic approach to find regularities and create laws to explain general behaviours, idiographic approaches promoted in-depth understanding of the individual (Crotty, 1998; Ponterotto, 2005; Smith, 1998). Early interpretivism aligned with a realist approach to knowledge formation, reflecting the credibility and power conferred by the dominant paradigm (Smith, 1998). Social science research largely focussed on causation of human affairs and social action, with an emphasis upon exploration and explanation of the individual in controlled, defined situations (Crotty, 1998). However, this type of enquiry was only applicable in the study of rational goal-orientated conduct, and the metaphysical or value-orientated conduct, again, was not fully accommodated. Critics commented on a proliferation of 'elegantly designed but limited in scope' research, which created 'the science of the strange behavior of children in strange situations with strange adults for the briefest possible periods of time' (Bronfenbrenner, 1977:513). This led to another paradigm shift and the rise in popularity of research perspectives informed by interactionism.

Interactionism recognized the contribution of human agency, language and interpretation to reality, knowledge and understanding (Crotty, 1998; Milliken and Schreiber, 2012; Stryker, 2008). In the complex socially constructed world, individuals assume multiple roles, and use differing rules of engagement. The 'self' is recognised as influential and integral to reality but, as Zhao (2016:8) cautions, there 'is probably no other phenomenon that is so familiar yet at the same time so enigmatic to us'. It is both embodied and experienced as a whole but is fragmented in that it is made up of multiple selves to function in multiple contexts (Milliken and Schreiber, 2012; Smith and Osborn, 2015; Wringe, 2015). The mind, fundamental to understanding and societal engagement, is psychologically and socially informed, so knowledge and understanding are contextually situated. The way 'things are' reflect the sense made by that person, in that particular time and cultural context. Meaning is 'the process by which each participant makes sense of what is happening', and arises from immersion in culture, communication and interactions with others (Milliken and Schreiber, 2012:689). Degrees of unpredictability are normal, and emotions and knowledge derived from sensory experience are acknowledged as contributory to the construction of meaning and behaviours.

Reality, therefore, is seen as subjective, with multiple realities and interpretations co-existing, and influenced by situational context, discourses, personal experiences, perceptions, and the social environment (May, 2011; Moon and Blackman, 2014; Smedslund, 2016). Interactionists recognise that different people may inhabit the same space but, as a result of their different sense-making, experience different worlds. Language is seen as a cultural sense-making tool that imbues objects with meaning and shapes selfhood and social life. Through defining, labelling and naming, individuals and groups understand and share meaning. Crucial to the creation and sharing of actions and meanings are symbols; abstract representations of social objects that are believed to be 'the very basis of social interaction' (Milliken and Schreiber, 2012:686). Individuals internalise definitions of symbols, meanings and perspectives from interpersonal interactions to create and further intrapersonal meaning, which guides interpersonal communication and engagement in their world. Although social interactions reflect personal understanding of situations, in acting in

response to a situation, the situation changes, requiring further modifications to response actions to accommodate a new understanding (Stryker, 2008). So, although symbols arise from social interaction they also shape *and* create social realities, as 'language and culture precedes us, although our actions might alter them' (Charmaz, 2014:269). Interactionists accept that in being able to analyse and use the present to understand the past and so shape the future, reality can be viewed as a fluid concept that is open to multiple interpretations (Crotty, 1998; Stryker, 2008).

Accepting that social life is diverse, complex, interactive and accumulative, my qualitative research references a constructivist research paradigm, informed by interpretivism, relativism and interactionism. I believe that reality is largely a subjective experience; multiple realities can exist; understanding is the result of interpersonal interactions and co-construction; and that language both shapes and is shaped by past and continuing engagement. As recognised by symbolic interactionists, it is only through communication that we have awareness and understanding of our self and others (Musolf, 2008).

The phenomenological, hermeneutic and idiographic facets of my scientific interest in practitioners' EC experience were driven by a belief in the co-constructed nature of the human experience. The aim was to explore individualistic detail of EC experience rather than quantify, verify or uncover truths about EC. Although 'generic foundation of qualitative analysis may be useful as a guide for researchers who do not affiliate with any single tradition', I needed to choose a methodology to provide an appropriate research design and analytical tools to investigate EC (Denzin and Lincoln, 2011; Wertz *et al.*, 2011:11).

2.4 Methodology

- *Positioning methodologies*

Atkinson (1998:11) advocates researchers need 'a certain (hard to define) imagination' based on 'fairly simple, robust strategies'. As a novice researcher, deciding on methodology, whilst giving due regard to advice from supervisors, peer groups and academic communities caused uncertainty. There is a predisposition to 'methodology' (the glorification of method), with the promise of credibility being bestowed through the adoption of clearly proven identifiable procedures from established disciplines (Nagel et al., 2015; Smith *et al.*, 2009:5).

Charmaz (2014:16) acknowledges this dilemma for new researchers. She suggests, however, that it is only through knowledge, understanding and experiential engagement that researchers develop the ability and academic support to confidently embrace 'flexible guidelines, not methodological rules, recipes and requirements', so accept a 'good-enough, best-fit'. Recognising the possibility of integrating several theoretical perspectives and insights to encompass methodological directions, 'qualitative research journeys are rarely quick and straightforward and there is a certain amount of trying on different theoretical lenses to gauge if, how and to what extent it works' (Charmaz, 2014:279)

Researchers unrestricted by allegiance to specific methodologies or methods can be referred to as 'researcher-as-bricoleurs' (Levi-Strauss, 1962). Although structuralist in origins, the term has since been adopted by scholars embracing constructionism and engaging in creative-musing over objects to see what possibilities they offer, particularly when deemed different to the known. The researcher-as-bricoleur does not accept or assume conventional meanings attached to objects but pays sustained attention to be open to new meanings, and their reinterpretation, to produce progress (Kincheloe, 2001, 2005; McMillan, 2015; Rogers, 2012). There is an acknowledgement and legitimisation of the researcher's personal interest in the objects of research, that reflects the uniqueness and multiplicity of lived experiences (Smedslund, 2016). This is because it is 'through the properties common to all thought that we can most

easily begin to understand forms of thought which seem very strange to us' (Levi-Strauss, 1962:10). Scientific explanation and progress are found 'not in moving from the complex to the simple, but in the replacement of a less intelligible complexity by one which is more so' (Levi-Strauss, 1962:248).

Denzin and Lincoln (2011) adopted the researcher-as-bricoleur to mirror the post-modern turn to reflect and accommodate the complexity seen in social, cultural, psychological and educational life (Rogers, 2012). As a mixed technical and conceptual discourse, being a researcher-as-bricoleur allows flexibility, fluidity and creativity to gain unique insight of the multiple perspectives of reality. The emphasis is on researcher competency in using a variety of paradigms and methods appropriately, creatively and skilfully; a 'lifetime endeavour' (Brinkmann and Kvale, 2015; Kincheloe, 2001, 2005; Kincheloe and Berry, 2004:4; Rogers, 2012; Wolgemuth, 2016). Saldaña (2016), although not claiming to be a researcher-as-bricoleur, is a qualitative researcher who advocates using various modes and methods of working on a variety of data sources. He is 'a pragmatic, eclectic researcher, and I sincerely feel everyone else should be one as well' (Saldaña, 2016:289).

Qualitative research methods, such as researcher-as-bricoleur, are becoming more popular with increasing acceptance 'that empirical research, all research for that matter, is inscribed at every level by human beings' (Kincheloe and Berry, 2004:6). There has been a proliferation of guidelines to monitor credibility and enhance rigour (Denzin and Lincoln, 2011; Gray and Milne, 2015; Rogers, 2012; Schnelker, 2006). However, interpretation can be idiosyncratic and inconsistent, leading to criticism over transferability within and between disciplines (Atkinson, 1998). Santiago-Delefosse *et al.*, (2016) suggest the creation of a shared 'toolbox' of qualitative research criteria to connect specialism and promote rigour.

Brocki and Wearden (2006) believe that the methodological journey contributes to research credibility, increases transparency and enhances dependability. Although prospective research design can communicate the possibilities of the study, it is only retrospectively, when the description of what actually happened is written up, that a full understanding of the research design becomes apparent

(Patton, 2015).

The idea of being a researcher-as-bricoleur helped to legitimise my extended period of exploring methodologies. It affirmed the complexity involved in trying to capture data on the lived experience (Brinkman and Kvale, 2015). Evidencing the journey explains my acceptance of a 'best-fit' methodology and is 'a means of expanding and perhaps even challenging current methodological knowledge' (McMillan, 2015:2). Two methodologies, grounded theory (GT) and interpretative phenomenological analysis (IPA), were potential analytical tools, however, neither fully accommodated my research experiences or philosophical perspectives.

- *Grounded Theory (GT)*

When starting this study, I assumed I would use GT. I had some limited experiential knowledge, a rudimentary understanding of its methodological framework and was aware that it was a recognised authoritative qualitative research methodology. However, as the sole researcher I needed not just to be familiar with GT method, but critically and academically invested in its discourse.

Glaser (2009) remains an advocate of new researchers using GT, and is critical of experienced researchers' interpretation. He posits that GT is best practiced by novices, as it 'was written for beginners as it emerged *FROM* beginners' research' (Glaser, 2009:2). However, Milliken and Schreiber (2012) suggest that some awareness, understanding and ability to use GT-specific language to narrate, and evaluate conceptual analysis is necessary to use GT effectively. For novices 'to understand it we shall need to know the special characteristics of the groups that create and use it', which are 'intrinsically the common property of the group' (Kuhn, 1970:210). Therefore, understanding comes from being an experienced member of the group; a conundrum (Hall *et al.*, 2013; Milliken and Schreiber, 2012).

GT is often selected by novice researchers in the belief that it offers clear, structured and formulaic support for a whole project. However, as the researcher submerges into the nuances of GT, the realisation of the variations in GT

approaches, and diverse translations in the research community cannot be ignored. Skeat and Parry (2008) suggest that, because of its adaptability and flexibility, GT is an appropriate methodology if, as is the case with EC, the research phenomena are relatively unknown, and there are few theoretical explanations available. I knew that I wanted to capture participant's EC experience and contextualised social processes rather than just focus on the 'essence' or identity of the EC phenomenon (Van Manen, 2014:27), however, I had concerns.

- *Grounded Theory dilemmas*

My concerns in relation to classic and evolved GT are summarized below:

- GT methodological development is described as a 'spiral that starts with the traditional form... [and is then] reflective of the various movements of philosophical thought' (Mills *et al.*, 2006a:9). However, its realist and critical-realist ontological origins, and positivistic and critical realism epistemologies, are inconsistent with my relativistic and constructionist beliefs. For authenticity, there needs to be congruence between my 'own worldwide view' and that of my chosen methodology (Higginbottom and Lauridsen, 2014:13).
- Traditional/ classical/evolved GT can be seen as prescriptive and criticised for the dominant positioning of the researcher's interpretations on the final analysis, at the expense of the participants' voice (Higginbottom and Lauridsen, 2014; Sutcliffe, 2016). In classical GT, the specific methods used suggest that any conceptual sense made of the data reflects a discovery of the participants' true experience. However, this ignores the researcher's interactional role and co-constructive nature of conversation and understanding (Ong, 2012). I believe that I would struggle to present as a passive, neutral observer within co-constructed communications.
- I took comfort from allying myself to researcher-as-bricoleur and was excited about the permission to be creative in my research methodology. However, as a novice, the density of historical and ongoing GT philosophical debates and prescriptive interpretations made it difficult to

believe I would ever be adequately skilled to use GT competently (Hall *et al.*, 2013; Wilson, 2012). The more I engaged the less confident I became of fully understanding the nuances of GT (Breckenridge *et al.*, 2012).

- GT relies heavily on interviews; therefore, participants need a degree of confidence to articulate their experiences adequately. I was unsure how confident and competent practitioners would be to discuss emotions and emotional meanings to create the thick data I needed for credibility (Sutcliffe, 2016). Although all participants were EC trained, they held a variety of roles and had varying degrees of confidence in voicing their opinions.

These concerns, furthered my reading and discussion, which resulted in a greater heuristic understanding of GT and so I found an acceptable GT research approach. However, this was not before investigating the relevance of interpretative phenomenological analysis (IPA) (Smith *et al.*, 2009).

- *Interpretative Phenomenological Analysis*

IPA resonates with my beliefs about the structure and function of the social world. This approach recognises the lived experience for any human is an embodied one, driven by a focus on interactions and communications with the self, others and society. I embrace the qualities of the IPA researcher, such as open-mindedness, adaptability, patience and empathy, along with a curiosity and readiness to enter and engage in the participants' worlds (Biggerstaff and Thompson, 2008). IPA offers opportunities to gather rich description to explore the essence of phenomena, but, it is less concerned with the social processes that account for them (Charmaz, 2014; Smith, 2015; Willig, 2013). However, I did not want to exclude process and context from exploration of EC.

- *IPA dilemmas*

IPA appeared to be an appealing framework, with its focus on the key constructs of identity, the process of interpretation and the affective domain of human

experience. However, I realised I had some issues that compromised its suitability.

- Smith *et al.* (2009:51) believe that there is no ideal participant sample size, although 'IPA studies usually benefit from a concentrated focus on a small number of cases'. Figures of four to ten participants are suggested for doctoral level study (Smith *et al.*, 2009), however, my sample size (21 participants) is too large for this level of detailed data analysis. I would have to consciously select participants accounts and discard others. All participants had volunteered with the expectation of contributing to further EC research. It would be unethical to disregard and ignore any contribution, whilst selecting which to include would introduce bias and compromise the credibility and authenticity of the findings.
- The EC interviews were semi-structured and conversational, to create 'an inter-view, where knowledge is constructed in the inter-action between two people', (Kvale and Brinkmann, 2009:32). Although IPA recognises that the researcher and participants are both active participants, there is an expectation that the researcher operates 'like a naïve but curious listener trying to get to know the person in front of them' (Smith *et al.*, 2009:64). Interviews are 'rather like a one-sided conversation' (Smith *et al.*, 2009:64), for collecting rather than constructing data. I do not subscribe to the belief that 'knowledge is waiting in the subject's interior to be uncovered, uncontaminated' (Brinkmann and Kvale, 2015:57). 'Silences', are cues to provide a safe space for participants to extend stories or terminate the topic (Smith *et al.*, 2009), however, a lack of appropriate and ongoing verbal and non-verbal responses, or unpredictability in turn-taking, signals a mismatch in communication. This can cause disquiet and affect levels of engagement, thought processes and potentially the message (Goffman, 1983; Tannen, 2009). The actions of others are integral to the participants' narrative intelligibility, in that the 'construction of self requires a supporting cast' (Gergen, 1994:258). This includes the giving and taking of verbal and non-verbal 'cues' to guide the direction, confirm shared understanding and

sanction the appropriateness of the communication content (Kolb *et al.*, 2002).

- Although I have some basic experience of interviewing, I will always be 'learning the craft' (Kvale and Brinkmann, 2009:17). Interviewing necessitates appropriate and sensitive interactions with the participant, so, 'calibrating social distances without making the subject feel like an insect under the microscope' (Kvale and Brinkmann, 2009:17). I wanted the participants to feel safe and comfortable enough to have the confidence to say whatever they wanted about EC. I equally sought to avoid the creation of situations, where participants adapt their responses to what they perceive is expected of them (Brinkmann and Kvale, 2015). When reviewing the interview recordings and transcripts, I recognised variation in my engagement-style, which mirrored participants' level of interactive skills, confidence in equitable communication and expectations of their opinions being valued.

Recognising that each methodological 'position has consequences and entails certain risks' (Smith, 2015:251) no approach could or should guarantee specific outcomes. I gathered more information, attended IPA training and followed online discussion groups, which confirmed that I needed a methodology that could tolerate co-construction in all knowledge and understanding and accommodate larger participant numbers.

Then, an epiphany. I had decided GT's approach was too rigid, too prescriptive, with too much focus on theory development. These assumptions were prejudicing my methodological decision-making. Although my primary interest was to gather credible experiential data, it would be prejudicial to ignore data that suggested otherwise. Remembering 'one's theoretical/conceptual framework serves as spectacles through which to see the world, at the same time, it places boundaries on one's vision and horizons', if I wanted to contribute to EC understanding and explanation, I needed to be open-minded (Imenda, 2014:194).

So, reflection verging on rumination, tortuous discussions with colleagues and supervisors, and reengagement with the extensive GT literature, led to a discovery. Constructivist Grounded Theory (CGT), with 'flexible guidelines, not methodological rules, recipes, and requirements' was my 'good-enough-fit' methodology (Charmaz, 2014:16).

2.5 Methodological Choice: Constructivist Grounded Theory

- *Introducing Constructivist Grounded Theory*

Constructivist Grounded Theory (CGT), founded by Charmaz (2000), is one of the more recent additions to the GT family, reflecting methodological and theoretical developments that have occurred since the 1960's (Sutcliffe, 2016). The goal of all research using GT, including CGT, is to 'understand and define the phenomena in abstract terms and to demonstrate abstract relationships between studied phenomena' (Charmaz, 20014:161; Higginbottom and Lauridsen, 2014). An inductive approach to reasoning is promoted, in that conceptual theories claiming to represent reality, relevance and authenticity must emerge from, and be grounded in, participants' lives. The research generates meaning from data to identify patterns and processes, which can then contribute to the building of theories. Processes are believed to be 'unfolding temporal sequences' or events, which combine to create larger wholes that lead to change (Charmaz, 2014:17).

Instead of fixed and prescriptive data collection and analysis techniques, CGT recognises individuality in 'the analytical process toward the development, refinement and interrelation of concepts' (Ong, 2012:420). By suggesting that theory is either a co-construction between the participant and the researcher or the 'researcher's construction of the participant's constructions', CGT accommodates the postmodern, constructivist research turn (Higginbottom and Lauridsen, 2014:12). Recognising multiple realities, and the recursivity of the co-constructed relationships between meaning and being, a theory is only an 'interpretive portrayal of the studied world' (Charmaz, 2014:17; Charmaz, 2015; Higginbottom and Lauridsen, 2014; Sutcliffe, 2016; Wilson, 2012).

CGT provides a method to guide the research process *and* study social processes. There are ontological and epistemological differences between classical/evolved GT and CGT, but the data analyses have similarities. Classical/evolved GT focusses more on conceptual understanding of social behaviours, whilst CGT is also interested in the interpretative understanding of participants' meanings (Breckenbridge, 2012). It evidences greater tolerance to

understanding difference and variation amongst research participants, and so reflects the vagaries of real live research situations.

As the researcher, I am tasked with accurately and adequately conveying the most salient and significant moments to an audience, neither familiar with EC nor the research journey. Although, as with inductive, idiographic research, the primary focus of analysis is on detailed individual experience, an appreciation of dynamic relationships between parts and whole, is also recognised as fundamental to the creation of credible knowledge (Crotty, 1998; Smith *et al.*, 2009).

For classical/evolved GT researchers 'starting a GT research without knowing the participant's problems or concepts explaining their resolution is highly motivating, because the researcher starts the path to autonomous discovery' (Glaser, 2012:8). CGT suggests researchers who are unknowledgeable about participants' lives, or unfamiliar with the research topic can 'create silent but effective boundaries on the interview content' (Brinkmann and Kvale, 2015; Charmaz, 2014:81). Rather than the researcher reporting as the removed third-person expert, this recognises the co-constructive and relational nature to knowledge and understanding. The researcher includes their own voice to evidence their contribution in authoring a shared-meaning in the unfolding research story (Charmaz, 2014). In writing-up, the style is analytical, but remains close to, and evocative of, the participants' lived experiences. This recognises a narrating role of the researcher and reaffirms the value of the participants' contribution to any final theoretical model.

Although GT's goal is theory creation, not all researchers may want to, or do, achieve this. Charmaz (2014: 108) advocates to 'do the best you can with the materials you can construct or already have'. CGT offered a research methodology that could accommodate my relativistic, interactionist and constructionist beliefs, and data-tools with flexibility to better understand participant's EC experience. In the next section I introduce the participants and explain how CGT was used to collect and analyse the data.

- *Participants*

During the final network meeting of the MRP 0-19 (*Rose, McGuire-Snieckus and Gilbert, 2015), participants were made aware of the scope and particulars of my complementary, but independent, study. They were assured there was no obligation to volunteer, and those who agreed were sent further information. A dedicated email address was set up to ensure all research-related correspondence was secure and separate from the MRP 0-19. This aided administration, management and follow up of participant queries.

Thirty practitioners expressed an interest for further information, and 21 agreed to participate in the project. No incentives were offered to participate, and interestingly, all those who volunteered had attended the network sessions I facilitated, suggesting the motivational powers of established relationship and levels of trust (Reeck *et al.*, 2016). The participants group was homogeneous, in that they were all employed to work in settings with children aged 0-19 years and all were EC trained. However, their settings varied in age-range focus, as did the participants' roles. The participants' settings, gender and roles are shown in Table 2.1: -

Table 2.1: Participant's Role and Setting Type

Participant Interview number	Setting Type	Male or Female	Participant's Role in the setting									Settings' Totals
			AD	PW	FSW	TA	T	T/M	CCM	DH/H	St T	
1	P	F				X						4
2	P	F								X		
3	P	F				X						
4	P	F					X					
5	U(P)	M									X	1
6	S	M						X				3
7	S	F								X		
8	S	F						X				
9	CC	F							X			1
10	PG	F		X								1
11	CC	F		X								3
12	CC	F			X							
13	CC	F							X			
14	CC	F			X							2
15	CC	F		X								
16	P	M					X					2
17	P	F								X		
18	P	F				X						4
19	P	F	X									
20	P	F					X					
21	P	F				X						
Totals	3CC,1PG 3P,1 S,1U	18F: 3M	1	3	2	4	3	2	2	3	1	21

Type of Setting			
CC	Children's Centre 1	P	Primary School 1
CC	Children's Centre 2	P	Primary School 2
CC	Children's Centre 3	P	Primary School 3
PG	Playgroup	S	Secondary School
U(P)	University-based: Primary School Focus		
Practitioner Roles			
AD	Setting Administrator	T/M	Teacher with managerial responsibility
PW	Play Worker	CCM	Children's Centre Manager
FSW	Family Support Worker	DH/H	Deputy Head/ Head
TA	Teaching Assistant	St. T	Student Teacher
T	Teacher		
Age range and guiding educational curriculum			
Type of Setting	Age range	Curriculum	
Children's Centre (CC)	0-5 years	Early Years Foundation Stage Framework (EYFS)	
Playgroup (PG)	3-5 years	EYFS	
Primary School (P)	4-11 years	EYFS & National Curriculum (NC): Key Stage 1 and 2	

Participants had a variety of roles and responsibilities, some identifiable by title, and some more a reflection of the individual's skill or the setting's hierarchical structure and ethos. Although this information is contextually interesting, it is their EC experience and understanding that is the focus of this study (Charmaz, 2014).

The focus is the primacy of the practitioners' voice, their approach to emotions and EC in settings. The sample, by the very nature of being voluntary and self-selected, was probably likely to view EC positively, however, all were encouraged to express dilemmas, limitations or barriers. Nearly half the volunteers stated that they had only attended the MRP 0-19 because their setting had participated, yet all had EC experiences they wanted to share. I was particularly pleased that the research sample included Kirstie, who volunteered because she saw herself as an "alternative minority voice" (19:457). Her contributions, along with those who had appeared less engaged in the MRP 0-19 experience, provided valuable data to represent a spectrum of EC opinion.

- *CGT Data sources: Semi-structured intensive (SSI) interviews*

Field notes, interviews, reports and records are considered rich and thick data (Bryant, 2014; Charmaz, 2014; Geertz, 1973; Willig, 2013). As 'we live in a conversational world', CGT favours semi-structured intensive (SSI) interviews as the main source of qualitative data (Brinkmann and Kvale, 2015:343). Classical/evolved GT suggest theory emerges from the data, and, as a result of specific methods, is separate from the researcher. However, CGT seeks no discovery 'waiting' within the research data, recognising co-construction of meaning in all data and its interpretation (Barnett, 2012; Breckenridge *et al.*, 2012; Brinkmann and Kvale, 2015; Charmaz, 2014; Hall *et al.*, 2013; Mills *et al.*, 2006a, 2006b). Knowledge is seen as 'produced, relational, conversational, contextual, linguistic, narrative and pragmatic' (Brinkmann and Kvale, 2015:63).

Interviewing utilises ubiquitous communication, language, and is described as a craft or personal skill, rather than a method driven by a set of rules (Brinkmann and Kvale, 2015; Kvale and Brinkmann, 2009). Standardised interviewing in

quantitative research aims for total researcher direction, so is dependent on asking the same question in the same way to every participant. In SSI interviewing, the emphasis is on the theoretical usefulness of the data, rather than meticulous methods accuracy (Charmaz, 2014). CGT Researchers adopt the role and approach of a 'traveller' and journey with the participant, rather than a 'miner' digging for facts (Brinkmann and Kvale, 2015:57; Kvale and Brinkmann, 2009; Charmaz, 2014, 2015).

To accommodate the settings recruited for the MRP 0-19, training had occurred over a period of time, with staggered start dates between 2011-13. The SSI interviews took place at a mean of 4 months (range 2 months to 7 months) after participants had their setting's last network meeting and, a mean of 10 months (range 6 months to 17 months) after the start of their EC training day. Although participants used EC throughout the network-meeting phase, the delay allowed participants to use EC independent of any mentor support. It also reflected the practicalities of finding times convenient in their work schedules.

Prior to interviewing, a consent form detailing their rights and the research project were sent to each participant (Appendix **A3**). Although there was no financial reward for participation, practitioners were able to choose interview dates and venues. These were confirmed either by phone or email, with the majority choosing their work location, although Lucy (participant 10) was interviewed at home and David (participant 5) at the University. I therefore travelled to many locations over a 13-month period, and interviews were held throughout the day and evenings.

Relativist approaches to truth and meaning recognise a negotiation about truth and knowledge, seeing meaning as shared through conversations. My natural communicative stance with participants recognised and respected our shared MRP 0-19 history. It reflected a feminist qualitative research approach, using 'the knowledge potentials of feelings, empathy and the personal dimensions in human interaction' (Kvale and Brinkmann, 2009:295). However, I felt uncomfortable as temporary relationships with interview participants to elicit richer and more relevant data, are questionable as potentially duplicitous, so ethically concerning (Broom *et al.*, 2009; Duncombe and Jessop, 2002). This pluralism in interview

focus can lead to tensions between remaining respectful and attentive of the participants' stories and focussing on data to construct conceptual categories. The potential residual emotional trauma for the interviewer and the interviewee from intimate disclosures, also cannot be underestimated (Holland, 2007). Therefore, although the focus is guided by the research questions, I was mindful of power, co-construction and reflexivity as contributory factors which ethically-challenge data collection methods and analysis. (Ashworth, 2014; Denscombe, 2010; Ezzy, 2010; Kvale and Brinkmann 2009).

Interviewing is a social practice, and data reflects a constructed reality between interviewee and interviewer, so the knowledge is relational resulting from intersubjective engagement (Charmaz, 2014). Humans use stories as narratives to construct identities, make sense and convey meaning about social reality and their lives, and to organize memory (Bruner, 1991; Riessman, 2008). Interviews offer access to these stories, and researchers in 'their "humanness", are part of the research endeavour rather than objective observers' (Mills *et al.*, 2006a:2). The researcher enters into conversations (*Latin*: wandering together with), to explore the potentialities of meaning, which are neither exact nor predetermined, in participants' narratives, (Brinkmann and Kvale, 2015:58),

To position as the 'participants' partner in the research process' rather than in a role of authority, requires 'thoughtful encouragement from the interviewer' (Charmaz 2014:82). Often, with finite time, an artificial and contrived conversational situation and strict adherence to interview schedules, rapport is curtailed, which affects data quality. Researchers need to be sensitive to context, because a dispassionate researcher distances the participants from themselves and the research focus. This then turns the 'research participants into passive objects and knowledge into conquest' (Ezzy, 2010:169). Therefore, the interviewing necessitated my flexibility and reflexivity in personal actions and decisions.

I accepted that I needed to invest my 'own personality in the research process to establish a more non-hierarchical relationship' to foster equitable rapport (Mills *et al.*, 2006b:10). Charmaz (2014:75) believes being 'interested in the other person, supportive, and accepting' creates conversation ambience. I was knowledgeable

about the research focus, which fosters empathy as does an awareness of the interviewee's roles and practices. To facilitate an unrestricted and in-depth exploration that recognises the participant as the expert, the researcher 'encourages, listens and learns' (Brinkmann and Kvale, 2015; Burr et al.; 2014; Charmaz, 2014:57). Knowledge experienced in a communion of minds 'acknowledges the interdependence of the researcher and the researched' (Ezzy, 2010:169).

CGT attends to language and discourse, including that used to frame the interview questions, and in the engagement and analysis of participants' responses. 'Open-ended yet directed, shaped yet emergent, and paced yet unrestricted' approach (Charmaz, 2014:85) to interview style. Referring to and using participant's terms and language with appropriate prosody and verbal and non-verbal gestures, helped to promote mutuality and trust (Brinkmann and Kvale, 2015). Simultaneous data collection and analysis can occur, in that I could pace and expand on queries about key theoretical concerns, as well as follow up interviewees comments. This facilitates opportunities for greater understanding of experience by offering new leads and sensitising the researcher to pertinent enquiries for subsequent interviews (Charmaz, 2014; Denscombe, 2010).

'Data is never entirely raw' as participants actively choose to give that specific data, and not alternatives, for a specific purpose (Charmaz, 2014:54). Therefore, narratives cannot be seen as reproducing prior realities, merely reconstructions (Willig, 2013). By recording and analysing the data, I interpreted it through my own language and understanding, introducing another layer of construction. Language is the tool and product of the interview process and as such data is constructed 'through our past and present involvement and interactions with people, perspectives, and research practices' (Charmaz, 2014:17; Smith, 1998; Willig, 2013).

The research SSI interview questions were formulated with reference to the research purpose, expectations, content and context (Brinkmann and Kvale, 2015; May, 2011) Although their focus was informed by my EC research interests, they also reflected themes of interest and concern identified from MRP 0-19 focus networks. They were designed to provide a flexible structure to stimulate and

loosely guide discussion on practitioner EC experience. Interview questions were discussed with my supervisory team before being trialled on practitioners with an awareness of EC. As a result of feedback, I reduced the number of questions, minimizing my control on the interview data and maximizing the participant's scope of interpretation. I also removed questions considered too intrusive, ambiguous or leading, keeping the focus on the participant and their EC experience. Five sets of 'core questions' were formulated to explore EC: practitioners thinking about emotions pre-and-post training; their reactions, responses and reasoning to emotions in self and others (MEP) (Gottman, 1996,1997b); personal and professional experiences of EC; the impact on personal and professional practices; and perceptions of the role of practitioners in community and educational settings. (Appendix **A4**).

The intention was to provide prompts and opportunities to create data, which could then be used to explore the guiding research questions. Although the interview questions can be grouped to infer pertinence to specific research questions, their focus boundaries are fluid to encourage discussion (Appendix **A5**). By this I mean that when designing the interview questions the practitioner's response could only be surmised, their responses would reflect and be controlled by their interpretations of the questions and what they chose to disclose. Only after the inductive analysis of responses can the emergent data be referenced to the research questions however; the specifics of particular informing interview questions will be lost.

I interviewed all the participants. Before each interview, I again explained what would happen, that they would be audio-recorded, and consent and rights were reemphasized and verbally reaffirmed. All were reassured there were no right or wrong answers, and to start the interview there was a short discussion on choices of anonymity, pseudonym or real name use. This gave an opportunity to ask questions and start focussing on the interview. Interviews lasted approximately one hour, although the finish-time was flexible to accommodate work commitments and validate their contribution.

The SSI interview was structured by open-ended questions, with in-built flexibility. As the goal was to establish a rapport, although the focus remained the same,

questions could vary in order or language delivery. I adapted my delivery of interview questions; level of engagement and follow-up questions and prompts to respect and accommodate the individuality of the participant and setting context. Some participants were unfamiliar with being interviewed or expressing their opinions and required more support and prompts than others. Riessman (2008:24) suggests 'specific wording of a question is less important than the interviewer's emotional attentiveness and engagement and the degree of reciprocity'. There were opportunities to probe interesting areas as they arose, or were mentioned by the participant, evidencing GT theoretical sensitivity (Glaser and Strauss, 1967; Smith and Osborn, 2015). CGT encourages 'with discipline, for some of the vagueness and flexibility that aid the creative generation of theory' (Glaser and Strauss, 1967:103).

All data collected was anonymised, but to situate the participant gender, job description, length of service, the setting type and the date of training and interview were recorded (May, 2011). These initial questions were simple and unambiguous, involving familiar personal information and designed to put the participant at ease (Brinkmann and Kvale, 2015; Charmaz, 2014). The interview then focussed on their EC training experience, and professional practice in relation to understanding emotions, and emotional incidents. Practitioners were asked to recount an incident when EC was used. This helped to reveal perceptions of roles and responsibilities for emotions in settings (Riessman, 2008). The practitioners' perceptions of EC effectiveness were explored to identify situations and incidents in which it was considered useful or otherwise. The opportunity to reflect on EC personally and professionally explored transformation and engagement with EC. To signal closure, the final part included less probing or focussed questions and an opportunity to share anything not previously discussed. This gave the practitioner a chance to reflect on the interview experience, and control the termination of the interaction (Denscombe, 2010).

Accepting 'neither the interviewer or interviewee acts alone... for the physical properties of the situation...are important as well', I spent some time after each interview reflecting and writing up notes on the responses and interview

experience (Brinkmann and Kvale, 2015:120). Complex intersectionality between gender, environmental, biographical and psycho-social factors contribute to data quality, and so are integral to the analysis (Broom *et al.*, 2009). This, as Charmaz (2014) suggests, offers further information about the participant and context; it acknowledges my role in the construction of the data; provides a written record (field notes) of the interpersonal and emotional context of the interview; contributes data to support the credibility of memos; and evidences reflexivity and research rigour. These field notes were handwritten, my preferred choice of record keeping, into a research diary with participants identified by interview schedule number (Appendix **A6**).

As I was concerned that scribing whilst listening might distract the participants, all interviews were audio-recorded. Capturing the discourse, linguistic interaction and prosody allowed me to remain focussed. The interviews were then transcribed showing the interviewer's and interviewees' contributions, with each line numbered to facilitate analysis and reference. Some basic non-verbal communications such as pauses or silences were included, however, visual cues, such as facial expression, body language and eye contact were not

Participants were aware of their ownership of the narrative data, and given the opportunity to review the transcripts, to ensure that it genuinely reflected their thoughts and experiences. It is noteworthy that none of the participants chose to do so, perhaps because the interviews were audio-recorded, so considered to be accurate and reliable. It could be that, because I carried out the EC training, I had an element of trustworthiness. However, as participation was voluntary, all worked in settings, and expressed a concern for being 'time poor', I suspect it was a combination of factors, including a reluctance to spend more time.

It is probably impossible to have a perfect interview technique, however, practising and experience certainly enhances skills (Smith and Osborn, 2015). As the SSI interviews progressed, I felt more competent and attuned to participants' responses, more confident in letting the participant take control of the interview space, and more trusting that the resulting narrative would be useful. I was grateful for the opportunity to listen and gather the participants' EC

experience, but to make the most of the limited time and numbers, I needed to balance this with guiding participants to concentrate on EC. The duality of my role is discussed further in section **2.7 Research credibility, dependability, transferability and confirmability**.

The SSI interview serves to open up enquiry and interaction to inform theoretical analysis, yet asking the wrong question, in an inappropriate manner can result in forcing data and undermining the inductive focus. In summary, SSI interviews are open-ended and emergent, with the following characteristics:

- Selection of participants with first-hand experience of the research topic.
- Opportunity for in-depth exploration of participants' experience and situation.
- Reliance on open-ended questions.
- Focus on obtaining detailed responses.
- Emphasis on understanding the participants' perspective, meaning and experience

GT encourages the researcher to follow the leads in participant data. CGT takes this further in its attempts to accommodate 'everyone's vantage points and [make] their implications explicit', including those of the researcher and other participants (Charmaz, 2014:339). Data gathered from SSI interviews reference relevant situational and social contexts, language and meaning. By viewing people as active beings, engaged in their worlds, and by focussing on how they accomplish this, 'meanings emerge through practical actions to solve problems', so 'research acts are not given; they are constructed' (Charmaz, 2014:263). Therefore, my findings are seen as an interpretative portrayal of EC, not a replication or actual representation; a construction of reality

- *CGT Data analysis tools*

- *Constant Comparative method*

In inductive qualitative research CGT is characterised by the interactive practice of moving back and forth between the data and analysis (Charmaz, 2014, 2015;

Saldaña, 2016). This process starts at the beginning of data collection and involves a series of 'double-back- and forth' steps (Strauss, 1987:19). Known as the 'constant comparative', meaning emerges from ongoing analysis of the data and is referenced within the accumulating data set (Glaser and Strauss, 1967). This then informs adjustments to continuing data collection, illustrating the strong relationship between the data and its analysis, as well as its cyclical nature (Luckerheroff and Guillemette, 2011).

Using the constant comparative method, creates more abstract concepts by exploring the coded data and asking, 'what category or property of category does this indicate' and 'what is this data a study of?' (Charmaz, 2015:67). Comparing 'data with data, data with code, code with code, code with category, category with category and category with concept' (Charmaz, 2014:342) evidences similarities and differences. From this re-iterative process patterns emerge, which support and further guide the analysis. The aim is to reveal properties and relationships between the emergent categories, thereby increasing levels of analytical abstraction. Each of the resulting categories are then referenced to relevant extant theories and literature to bestow credibility to the process and the emerging conceptual analytical categories. The aim is not just to build up the categories but also to identify and define the parts that make up the larger category. This drives each of the analytical stages, encouraging integration and organisation of the data (Willig, 2013). It permits reflection on, and evidences engagement with, a developing theory that remains close to the raw data (Denscombe, 2010).

However, CGT challenges GT's exclusive focus on theory building and emphasis on finding central core categories. The lived experience is believed to be changing too quickly, reflecting competing and multi-dimensional perspectives and understanding that cannot be fully represented by either grand theories, or fully captured in broad categories (Clarke, 2005; Dey, 1999).

- *Codes and Focussed codes*

Coding 'generates the bones of your analysis' (Charmaz, 2014:113), and is the primary tool used to interrogate, sort and synthesise transcribed interviews. 'We play with the ideas we gain from the data, and codes establish the relationship between the data and the participant, supporting the process of conceptualizing (Charmaz, 2014:137). When analysing transcripts Charmaz (2014) recommends the use of gerund/action codes and in-vivo codes (participants' actual words and phrases). Active coding helps to separate data into participant's world-view codes, which can then be grouped into focussed codes and categories. Each transcript from the SSI interviews was initially coded line by line, directly onto the paper transcripts in extended margin spaces. Action, meaning, process, agency, situation, identity and self were tacit sensitising concepts that helped to initiate coding. However, the actual codes were inductively created, in that they originated directly from the collected data (Appendix **A7a**).

Focussing on participants' language choice helped to reveal specific views and meaning needs that informed the participant's actions in their world. In-vivo codes are 'telling statements...[in] the everyday language used' (Charmaz, 2014:343). They are particularly powerful as they draw the researcher into the data whilst preserving its character. They reflect assumptions, actions and imperatives that frame the participant's actions, so are valuable to the inductive analysis (Appendix **A7b**). As well as writing directly on the scripts, each script was re-examined, and codes, summary interpretation, comparisons and personal comments recorded in my research transcript-diaries. This was an organic process that captured developing ideas, and the continuous dialogue between the data, the analytical process and myself (Appendix **A7c**). For each participant, an index reference card was created, summarizing salient points and significant codes/quotes (Appendix **A7d**).

Coding is 'part work but it is also part play' (Charmaz, 2014:113). Using the constant comparative method (Glaser and Strauss, 1967) codes were compared and contrasted within each participant's account, and between participants' accounts. This helped to familiarise, reveal, confirm or refute the significance of codes and build 'bridges between the described data and our emerging analysis'

(Charmaz 2014:160). Initially, using three transcripts, I listed references to emotions and EC experience on a large sheet of paper using different colours for each transcript. Codes were grouped, compared and contrasted, noting replication, significance, patterns and frequency. This procedure was used with all scripts and was continuing and re-iterative with specific actions, meaning and process codes being grouped and recombined to suggest larger, potential focus codes (Appendix **A7e**). The qualities of each potential focus codes were first defined by their content and relationships, and then between themselves, and using the constant comparative, adapted accordingly (Barnett, 2012; Charmaz, 2015; Saldaña, 2016; Willig, 2013). Potential focus codes index cards captured the most salient codes from transcripts (Appendix **A7f**). Ongoing engagement in the scripts and codes saw potential focus codes refined, combined, renamed and abandoned. The chosen EC focus codes reflected codes that shared significance, frequency or grab (Bryant, 2017) (Appendix **A7g**). An example of the basic codes and in-vivo codes that combined to create the focus codes: 'The EC premise, EC Training and EC networks' is given in Appendix **A7h**.

Focus codes help to further 'sift, sort, synthesize and analyse' the large amount of coded data (Charmaz, 2014:138). They 'generate successively more abstract concepts and theories' reflecting relationships and patterns and are incorporated into larger conceptual categories. Conceptual categories 'explicate ideas, events, or processes in your data- and do so in telling words' (Charmaz, 2014:189). For Glaser and Strauss (1967:37) categories are the start of the 'conceptual element in a theory', so are analytical not descriptive (Willig, 2013).

- *Conceptual Categories*

Theoretical or conceptual categories function 'like an umbrella that covers and accounts' for the study's codes and focussed codes (Saldaña, 2016:250). They provide abstract understanding with specifiable properties and boundaries. Lesser categories and focus codes are subsumed to 'hold more significance, account for more data, and often make crucial processes more evident' (Charmaz, 2014:248). Glaser (2002:29) believes 'categories are generated from the data and properties are generated concepts about categories'. Each category needs to be: defined; its properties clearly explained; the contextual conditions

which affect the category discussed; and the relational consequences of the category explored (Charmaz, 2014; Charmaz, 2015). Categories help to move analysis towards defining generic processes, and are deemed complete or saturated when there are 'no new properties of these categories and your established properties account for patterns in your data' (Charmaz, 2014:213). Yet, in defining and deciding when saturation is reached, researchers are reliant on their knowledge and understanding, which, is influenced by the temporal and contextual positioning of the study (Thornberg, 2012). Therefore, conceptual categories are 'always approximate and provisional, always subject to revision through further observations' (Dey, 2010:169).

The categories are inductively grounded in data codes, offering analytical and conceptual reflection of my interpretation of the EC research findings (Appendix **A8**). They were increasingly conceptualised through further memo-writing, and multiple returns to original transcripts. Each return to scripts and subsequent memo-writing offered further details to the categories' properties. It also clarified the conditions under which categories appear, are maintained or changed. By describing the consequences of categories, and showing category interactions, an increasingly detailed explanation of the process and actions involved in the EC experience emerged. This process continued until the returns revealed no further data or offered no additional explanations to the categories; they were 'saturated'

To demonstrate relationships within categories and between categories and focus codes, each was compared, contrasted and combined with theoretical statements to represent the studied experience. These were organised to visualise how the categories relate to one another: what was their power, purpose and pattern; and which of the most significant ones would emerge as workable concepts (Charmaz, 2014). For me, it was helpful to have a physical space large enough to view all the data sources together, and private so the construction was undisturbed. This 'knitting together' of conceptual and illustrative empirical evidence takes time and involves extended re-writing. Diagramming helped to create evolving visual representations of the relationships between categories and their properties in the development of theoretical models (Charmaz, 2014;

Strauss and Corbin, 1998). In this way, I physically and intellectually engaged in organising, reorganising and creation of the EC theoretical framework. Rather than adopting a passive role to discover order within the data, this evidences how my actions and understanding actively shaped the analytical process and constructed the conceptual explanation.

GT theoretical and axial coding procedures can add another layer of systematic analysis. Pre-set analytical code frames or families can be applied to the data to aid categorisation by relating categories to sub-categories and specifying the properties and scope of each (Glaser, 2010). However, for some researchers, myself included, axial and theoretical coding is problematic. Firstly, there are multiple varieties of theoretical coding families leading a debate as to the logistics of theoretical and axial coding (Charmaz, 2014; Glaser, 2002). Not all researchers use theoretical codes, and Glaser (2002) cautions that, for research credibility, it is better not to use them than to create false theoretical codes. This is because fixating on theoretical coding can force intention upon the data, rather than allowing it to emerge, so compromising the inductive process (Charmaz, 2014; Clarke, 2005; Dey, 2010). Secondly, the use of theoretical and axial codes causes tension between the necessity to 'bracket off' researcher's prior knowledge, to not taint findings, with the understanding that 'categorization [only] proceeds through comparison with recalled or prototypical exemplars' (Dey, 2010:169). Without prior knowledge data cannot be interpreted because 'we do not categorize and then connect: we connect by categorizing' (Dey, 2010:180). CGT acknowledges these dilemmas, and to move from the descriptive to the conceptual, emphasis is more on the inductive process with less emphasis on theoretical coding families or axial coding (Charmaz, 2014).

Traditional GT contends that conceptual categories must evidence two important qualities: 'abstract of time, place, and people and ...have enduring grab' (Glaser, 2002:24). However, CGT also recognizes context and 'concepts provide abstract understanding of the studied phenomena and are situated in the conditions of their production in time, place, people and circumstances of the research process' (Charmaz, 2014:342). This means that the researcher needs to remain engaged, diligent, curious, creative and open to what is constructed and emerges

from the data, and memo-writing supports this engagement (Charmaz, 2014, 2015; Glaser, 2010; Willig, 2013).

- *Memo-writing*

Memo-writing helps the researcher evidence increasing conceptualisation of the data, coding, focussed coding and raising these to final categories, as well as forming a record of the research journey. 'MEMO' is a mnemonic: '**M**apping research activities; **E**xtracting meaning from the data; **M**aintaining momentum; **O**pening communication' (Birks *et al.*, 2008:70). They are used only by the researcher to evidence a narrative of continuing thoughts and reflections of researcher's considerations and hunches about the data and code properties, contexts and significant relationships (Charmaz, 2014). Analytical comparison of codes to codes and categories to categories, as well as the participants' experience to others, inform increasingly theoretical statements.

Memo-writing allows the codes and categories to be explained and referenced to verbatim data, so explanation is grounded in that data. Writing down ideas about the qualities of the relational patterns within and between categories helps visualise which of the codes are suitable for increasingly analytical conceptualisation to build a theoretical explanation of the phenomena. Ongoing memo-writing assists conceptualisation of the focussed codes and categories, and 'gives you the skeleton of your analysis' (Charmaz, 2014:141). Basic codes are the bones of the skeleton and reflect contextual analysis of actions and events. The accumulative conceptualisation of the data through memo-writing increases theoretical centrality and helps to assemble the bones and complete the skeleton to 'create generalizable theoretical statements that transcend specific times and places' (Charmaz, 2014:113).

This simultaneous process of data generation and analysis, evidenced through the memo-writing and use of constant comparative technique, both reflects and is reflective of our 'worded world, a world that is constantly rewritten' (Mills *et al.*, 2006b:12). Therefore, memos are 'partial, preliminary and eminently correctable' (Willig, 2013:76). The most salient focussed codes were developed and extended to create increasingly abstract and theoretical categories of explanation. Although

not all memos are used or referenced in the final write-up, all contributed to my final destination (Charmaz, 2014; Ghezeliyeh and Emami, 2009; Smith, 2015; Willig, 2013; Wilson, 2012).

By acting on data rather than passively reading it, the memos informed an emerging conceptualisation of the analysis grounded in raw data. They also recorded the unfolding research journey, and reflected my continuing, interactive connection with the participants stories and the research process (Charmaz, 2015). Appendix **A9** evidences memo-writing that informed the creation of focus codes 'EC as a tool and approach', which contributed to the conceptual category 'Building Emotional Toolkits'.

However, researchers 'like human beings in general, are slaves to their own pre-established images', so memo-writing and journals are also reflective processes which reveal underlying assumptions (Blumer, 1986:52). Examination of early memos, evidenced some pertinent hunches and insights, but the memos were sporadic, often unfocussed and lacking any obvious continuity. The more scripts I coded the more frequent, detailed and linked the memos became, and were more useful to evidence my thought processes. Thus, they signpost an unfolding journey, which was not linear or well-defined, but revealed an increasing conceptualisation of data into theoretical themes (Birks *et al.*, 2008; Ghezeliyeh and Emami, 2009; Sutcliffe, 2016)

- *Field notes*

After each semi-structured intensive interview, field notes were written acknowledging the "personal experience of the researcher is an integral part of the research process" (Ezzy, 2002:153). They provided valuable data, recording immediate perceptions of the quality and nature of time spent with each participant and any pertinent contextual factors (Charmaz, 20014; Denscombe, 2010; Mills *et al.*, 2006a, 2006b; Soklaridis, 2009) (Appendix **A6**). Acting as aide-memoires, they recorded interactions between 'personal, professional and social context within which the participants situate their story', and contributed to the overall narrative (Bell, 2014:23). The individual coding of scripts; detailed

research-log diary notes, memos and field notes acknowledge my accumulating abstract thinking about the data, the research journey and 'the multiplicity of influences in the reconstruction of theory' (Mills *et al.*, 2006a:11; Riessman, 2008).

- *Theoretical sensitivity and theoretical sampling*

Theoretical sensitivity increases the conceptual analysis of categories. It is experiential as it involves studying the phenomena from multiple perspectives, making comparisons and following leads and ideas; it is about being and remaining curious. The aim is to 'grasp meaning and respond intellectually (and emotionally) to what is being said in the data in order to arrive at concepts that are grounded in data' (Corbin and Strauss, 2008: 41). It reflects the researcher's ability to use abstract terms to define a phenomenon and explain the relationships within and between phenomena (Charmaz, 2014). Glaser (2002:26,27) believes this is a personal quality, claiming 'some people have a natural ability to conceptualize data... non-conceptualizers ...are left to total description, not conceptualization'

Theoretical sampling tests and reinforces the credibility of tentative theoretical ideas. It involves collecting additional data, with a specific focus to further evidence and develop the emerging research theory and analytical framework. Data is gathered from, either revisiting participants to refine the emerging conceptual categories, or recruiting further participants, to explore specific linked analytical queries (Luckerhoff and Guillemette, 2011). Researchers should reflect the reality of the situation, so CGT's guidance is to 'do the best you can with the materials you can construct or already have' (Charmaz, 2014:108). Nevertheless, this does not mean ignoring theoretical sampling and compromising theory credibility. Using the constant comparative method within the confines of the project data, or analysing data from related, reliable sources is acceptable (Breckenridge, 2009).

Due to participants' work commitments and time constraints, it was impossible to arrange further interviews. It was also not possible to recruit new participants, as the prerequisite for inclusion was participation in MRP 0-19. Therefore,

theoretical sampling involved returning to the twenty-one research transcripts to refine category content and define processes and actions. Additional sampling was carried out using the MRP0-19 focus network transcriptions. Participants had given consent for the MRP 0-19 data to be used for EC research purposes. Sources were investigated until 'theoretical sufficiency' of codes and categories was 'suggested' by the data (Dey, 1999). This meant that returning to the data did not reveal any 'new properties, dimensions, conditions, actions/interactions or consequences' (Strauss and Corbin, 1998:136). Theoretical sufficiency does not imply all aspects of conceptual codes have been identified, only that enough information is presented to suggest a plausible theory within the constraints of the research situation, time and funding (Breckenridge, 2009; Charmaz, 2014; Mills *et al.*, 2006a).

- *Conceptual frameworks and Core category*

Conceptual frameworks are, historically, associated with qualitative research; favour the use of inductive reasoning; tend to be seen as theory-building; and are more context specific in their scope (Crotty, 1998). Concepts are images and symbolic representations of abstract ideas which emerge as 'the researcher identifies and pieces together the relevant concepts from both theoretical perspectives and empirical findings' (Imenda, 2014:193). Having analysed the data and increased theoretical conceptual analysis, extant literature can then be explicitly referenced. If used in a sensitive, creative and flexible way it contributes to answering the 'so what?' element of the research argument. Supporting literature provides recognisable and respected contexts which offers evidence of research's originality and contribution. It can help confirm the credibility of the research by endorsing the arguments, giving credibility by association to the conceptual framework, and persuading the reader to accept the interpretation (Thornberg, 2012). Over time and with further research, the shaping and re-shaping of conceptual frameworks can lead to the formation of more standardised theoretical frameworks.

Conceptual categories help to identify a primary theme or central core category. The central core category acts as the backbone to the analytical skeleton, ordering and structuring the conceptual categories and focus codes, so giving

shape to the analytical framework (Hallberg, 2006; Saldaña, 2016) (Appendix **A8**). Although conceptual frameworks reflect 'the soul of every research project' (Imenda, 2014:185), the lived experience is often messy and complex. It is simplistic to assume there is always a clearly definable central core category and excessive efforts to create one causes analysis to become trapped. Credibility and dependability of any theoretical explanation is linked to the transparency and rigour of the management of the research methodology, so, if there is no unifiable core category, the CGT researcher writes about multiple categories (Charmaz, 2014).

Most research journeys do not follow a single direct path to a fixed destination but involve the accommodation of the unpredictable vagaries of the lived situation, so some postmodernists suggest 'it makes no sense to write a grand theory of something that is always changing' (Clarke, 2005:28). As phenomena occur under pre-existing conditions, situated by 'the researcher's perspectives, privileges, positions, interactions and geographic location', facts and values are inextricably linked (Charmaz, 2014:240, 2015). This means all experiences should be recorded as contributory to research outcomes. However, in traditional reporting, the research process is often sanitized to appear as a focussed, logical, linear and progressive journey from inception to completion. This cannot capture the complexity, diversity or temporality of the actual lived experience.

CGT's theorises about actions, meanings and social structures, so it 'digs deep into the empirical and build analytical structures that reach up to the hypothetical' (Charmaz, 2014:286). Charmaz (2014) and Glaser (2009) encourage researchers to have confidence to present their results in a format that best advertises the analytical work, rather than try to fit it into a prescribed format. However, written accounts should reflect as closely as possible the empirical experience, but the primary focus remains on the emergent ideas and analytic frameworks.

2.6 Research values and ethical considerations

Research should serve both scientific and human interests, without compromising human welfare. This is referenced as the ethical issues of research, and grounded in the belief that every aspect of 'human life involves moral demands to act, think, feel, and be in required ways' (Brinkman and Kvale, 2009:62). Ethical issues need to be addressed throughout the entire research process, from the initial spark of interest to the final written report and its dissemination. In this section, the evidence of professional accountability; maximising benefits and minimizing harm; respect for autonomy, privacy and dignity of individuals and communities; and operating with scientific integrity within current laws will be explained.

Research ethics have historically relied on researcher's acceptance and adherence to the current dominant societal moral codes, supplemented by informal discipline or institutional codes of conduct. However, the Nuremberg Code (1947-9) and the Declaration of Helsinki (1964) created an international commitment to research ethics that enshrined the principles to 'promote and ensure respect for all human subjects and protect their health and rights'. Although the purpose of research is 'to generate new knowledge, this goal can never take precedence over the rights and interest of individual research subjects' (World Medical Association, 2016).

Originally created to guide medical research, these principles are considered relevant and transferable to all scientific domains. Research ethics are now formalised, standardised and processed through research ethics councils and committees (Haggerty, 2004). All codes of conduct are driven by the fundamental premise that in the 'pursuit of knowledge researchers must not ruthlessly use any means at their disposal', emphasising 'the ends do not justify the means in the pursuit of knowledge' (Denscombe, 2010: 331). Specific ethical protocols are therefore drawn up by disciplines and professions to consider, eradicate or ameliorate potential harm resulting from research design, participant involvement, or the result of the research findings. Investigations must always protect the interests of the participants, participation is voluntary and based on informed consent, avoiding deception, operating with scientific integrity and

complying with pertinent law (Denscombe, 2010; European Commission, 2007). They operate at micro and macro levels, offering personal, professional and broader socio-political level guidance, as well as evidencing research transparency.

Educational research aims to produce knowledge about education, help to formulate educational policy and improve the educational experience. The goal is to contribute to societal progress and development (Winch, 2001). British Educational Research Association (BERA) guidance (2011) focusses on the educational contexts of research situations, although they acknowledge the increasingly varied definitions of educational research. These guidelines also inform the University's guidance on research integrity and ethics (Bath Spa University, 2016), acknowledging institutional responsibility in the creation and promotion of education, learning and human rights. There is an expectation that all researchers associated with the University:

‘observe the highest standards of integrity, honesty and professionalism, and to embed good practice in every aspect of their work ... that is, individual actions must comply with the principles of honesty, openness, transparency and research rigour’ (Bath Spa University, 2016:3).

- *Professional accountability*

Identifying professional accountability is an attempt to promote public reassurance and prevent research becoming exclusively driven by a pursuit of knowledge, regardless of any consequences to participants.

I was mindful of the complexity of my research project, in that:

- As a result of my involvement in the MRP0-19, this research was originally supervised by a team from Education. The research proposal was submitted to the University's Higher Degree Research Committee and accepted (Appendix **A10**). However, due to unforeseen consequences and acknowledgement of the pluralism of the research focus, the supervisory team changed to include Psychology and

Education. It changed again, and the supervisory team was based in the Psychology Department, with a third external supervisor, an education and EC specialist.

- As my research originated from the Education Department, the research proposal's ethical protocol primarily referenced the University's School of Education Research Ethics (2011) and the British Educational Research Association (BERA) ethical guidelines for educational research (2011) (Appendix **A10**). No amendments were required by the School of Education Research Ethics Committee, (Bath Spa University Education Research Ethics Regulations, 2010). Although I am now located in Psychology, the research ethical code of conduct is compatible with British Psychological Society (BPS) code of human research ethics (2014)
- Data collection occurred at a variety of settings, but within one locality. It was carried out by myself.
- All participants were previous participants in the MRP 0-19. They were self-selected and voluntary with a variety of roles and responsibilities in the settings, however only practitioners that attended EC networks I facilitated volunteered

The BERA guidelines (2011:4-5) focus on promoting an 'ethic of respect', not only for the participant, but for 'knowledge, democratic values, the quality of educational research and academic freedom'. It states that 'the responsibilities' of the researcher is first and foremost to the participant, but also to the sponsors of the research, to their fellow educational researchers, the educational professional, policy makers and to the general public. Recognising diversity in educational research, and the rapidly changing nature of knowledge and understanding, the guidelines are not intended to 'selectively judge or constrain, directly or indirectly, the methodological distinctions or the research processes that emanate from them' (BERA, 2011:3). Their aim is to promote best ethical practice which are considered to 'have served our community of researchers well in the past and will continue to do so in the future' (BERA, 2011:3).

The BPS guidelines (2014) also recognise a necessity for the code to remain flexible and accommodate changes in research environments and technologies. They promote the principles of 'respect for the autonomy, privacy and dignity of individuals and communities, scientific integrity, social responsibility and maximizing benefits and minimizing harm' (BPS, 2014:1). The aim is to ensure that researchers use the 'code as a resource for their own thinking', emphasising that 'thinking is not optional' for any researcher (BPS, 2014:3-4). Areas identified for ethical concern and management are considered to be 'issues related to risk, consent, confidentiality; giving advice; deception and debriefing' (BPS, 2014:1). Their guidance appears more prescriptive and detailed to the interpretation of the informing principles and specific terminology than BERA (2011). This possibly reflects the legacy of working connections with, and in, government-controlled health and care services. Psychologists have, historically, adopted a largely positivistic-informed experimental research epistemology. This necessitated evidence of standardisation and accountability to conform to defined validity status for research findings.

With global awareness of inequity, codes of ethics recognize the strong connections between ethics and human rights (European Commission, 2007). Participants' interests must be protected by the researcher, so that anyone that contributes does not suffer adverse consequences as a result of involvement. Therefore, reflection on the extent to which the investigation could be intrusive, sensitive or challenge personal and professional beliefs of the participant need to be made before research commences, regularly reassessed throughout including at dissemination. In section **2.5**. I detailed my approach to the research focus, recruitment, the participant, data collection and analysis, which I believe evidences my professional accountability.

The researcher's role and responsibility to evidence ethical behaviours and values is increasingly discussed in educational ethics research literature (Tangen, 2014; Pring, 2001; Winch, 2001). As Small (2001:405) cautions 'there is no substitute for the individual's development of the capacity to make ethical decisions about the design and conduct of his or her project'.

- *Maximising benefit and minimising harm*

Potential and actual risks need to be honestly communicated to the participant prior to participation, however, the researcher also needs to be 'ethically attuned' throughout the research process to possible participants' needs (Denscombe, 2010; Willig, 2013:52). Any potential threats to physical and or psychological safety of participants warrants either reassessment as to the appropriateness of the research design or changes to ameliorate adverse consequences. As stated earlier, the research proposal was passed with no additional recommendations for ethical consideration. The risk assessment of the research aims, objectives, content and delivery style had been discussed with my supervisors and it was concluded that there was minimal physical or psychological risk from participation and adequate support provided.

Even when risk is deemed low, there is a necessity to evidence adequate provisions of appropriate support in the unlikely event of distress. In SSI interviews, the sensitive nature of individual exploration of personal and professional experiences, and the potential for triggering difficult memories or disclosure of personal emotional content causing psychological distress, was recognised. Participants were made aware of: established standard setting support, such as behavioural policy and practice for staff experiencing personal and professional difficulties; access pathways for County Council mental health support services; university student support services and local and national support services including online that could be accessed independently by the participants if deemed necessary. Efforts to promote benefits and minimize harm are also been explored in section **2.5**, **2.6** and **2.7**.

Shared knowledge and meaning rests on the ability of the researcher to simultaneously create, guide and adapt contexts and responses to promote and maintain safe and secure research-talking arenas. These then facilitate the participant to articulate their thoughts and feeling, so is dependent on a relationship existing between the interviewer and interviewee. Interviewer's 'craft consists in calibrating social distances without making the subject feel like an insect under the microscope' (Sennett, 2004:38). Viewing interview-based research as a craft, that, becomes 'an art' when effectively carried out, recognizes

the high level of skill, knowledge and understanding of conceptual issues required to reliably produce knowledge through conversation (Kvale and Brinkmann, 2009:15). Acknowledging that interviewing knowledge rests on my skills and judgments rather than just an adherence to methodologically defined rules, reveals the necessity and responsibility to carefully consider ethical and socio-political uncertainties. The skill is in developing an ability to maintain scientific credibility whilst also accommodating the social and intersubjective co-construction of knowledge.

As a craft, interviewing is best learnt through experience, so as a novice researcher, interviewing improves as the research project progresses, which presents additional ethical issues (Kvale and Brinkmann, 2009; Brinkman and Kvale, 2015). To compensate for my lack of experience, I read about interview theory and technique and embodied communication, referenced other researchers and held practice interview sessions. This was challenging but did help to improve my interview presence, as did carrying out the twenty-one SSI interviews. All the SSI interviews were audio-recorded so that I could physically and mentally participate, in as natural a way as possible, with the participant (Charmaz, 2014,2015).

The benefits of practitioner participation in the study were also considered and included opportunities to:

- Reflect upon and further develop personal understanding and professional practice of the emotional aspect of the learning process and EC (Roessger, 2014).
- Provide an opportunity for practice and development of reflective skills, which are integral, powerful, transferable tools in the process of effective decision making and individual empowerment (Mezirow,1991, 2009; Kolb *et al.*, 2002)
- Acknowledge personal and professional roles, rights and responsibilities in the development and maintenance of sustainable effective learning communities.

- Have the opportunity to contribute and be part of a community that is striving to improve outcomes for all. Positive experience can promote personal and professional satisfaction, confidence and self-worth.
- *Respect for autonomy, privacy and dignity of individuals and communities*

All twenty-one participants were recruited from the MRP 0-19 research. There was therefore a need to acknowledge and identify how this study was both complementary, but separate and distinct. A short presentation about my research interest and proposed EC study was given after each settings' final network meeting. Any practitioners interested in further information or volunteering left their contact addresses and numbers. They were sent full details about this project, and a consent form.

Informed consent is required when research involves humans and the collection of personal data. In the recruitment procedure, procuring consent from the participant to participate needs to be sought and clearly recorded. Consent should consist of: adequate information; voluntariness; and competence (European Commission, 2007). Written consent formally records the agreement to participate, and confirms the participant is aware of the research focus, experience and their commitment. Participant must have a clear understanding that participation is voluntary, of their free will, and can be terminated, at any time, without adverse consequences to personal and professional status. This is of particular importance for those who perceive themselves, or their roles, as lacking autonomy or status, or those with leadership responsibilities (Denscombe, 2010; Willig, 2013).

The consent form (Appendix **A3**) included information specifically related to: -

- The aims and objectives of the research project.
- The right to withdraw at any stage from the project.
- The right to verify participant transcribed data (participants will be given the opportunity to access, read and comment upon the research findings once the research is complete).
- The level of confidentiality and anonymity offered to participants.

- The responsibility of the researcher and the participant in the research process.
- The secure storage of the data in line with The Data Protection Act (1998).
- A statement of assurance that the data will only be used for this particular research project and disposed of through University secure confidential waste disposal system.
- Contact details of the researcher.

Professional terminology was kept to the minimum to maximize clarity of understanding, so all information was communicated in uncomplicated and succinct language (BPS, 2014). Opportunities to clarify the terms of the participant research contract were available throughout the research process. Paper and electronic copies of the informing literature were available for personal reference, along with an EC study-dedicated email address.

Consent to participate, the research expectations of participant involvement and the researcher's responsibilities were confirmed before commencing the SSI interview. This is considered good practice, as discussing extensive and detailed contractual arrangement of the research can lead to information overload for participants. Without having an opportunity for private reflection, the fear of the potential unknown and uncontrollable research commitments can lead to participants choosing not to participate rather than asking further questions about concerns. It can also compromise levels of engagement, thus reducing the quality of the data (Charmaz, 2014). Consent was verbally reaffirmed prior to each SSI interview and attention drawn to my use of direct quotes from their interviews in the research thesis. Effective and detailed consent procedures evidence scientific integrity and offer reassurance to participants, they also protect the researcher from accusations of research experience improprieties (Denscombe, 2010).

There has been a broad consensus that anonymity of participants protects personal interests and participant confidentiality (Denscombe, 2010; May, 2011). However, Small (2001:388) speculates 'while there are no problems of informed consent or confidentiality, questions may arise about the integrity of authorship and the ownership of knowledge'. Although anonymity may protect participant

identity, the researcher has scope to interpret the data in any way, offers no opportunity to evidence origins or validate whether the analysis is a true reflection of participants' meanings (Kvale and Brinkmann, 2009). Anonymizing personal narratives can also aid creation of data bases, allowing economic worth to be assigned to research findings, so 'be rendered comparable, and may be measured, stored, transmitted and traded' (Gross, 2012:114).

Furthermore, adopting a broad, paternalistic approach to minimize harm is increasingly challenged by participants and post-modern researchers alike (Lahman *et al.*, 2015). Although there is still a relative dearth of literature on pseudonym use for participant anonymity, what and who defines participant vulnerability, and the assumed necessity for participant protection is questioned (Moore, 2012). Anonymity denies specific participant ownership of their voice, and reduces the visible credibility of contribution to the research so participants feel devalued. Although participants may accept anonymity, some do not like being assigned a pseudonym or number, preferring to be referenced by gender or simple descriptions that they feel are relevant to themselves (Kvale and Brinkmann, 2009; Moore, 2012). However, if participants choose a pseudonym, because names can denote a chosen identity that may be different and unrepresentative, the choice can be detracting and or compromise interpretation of the data (Lahman *et al.*, 2015). Participants in this research were willing to either be referenced by a pseudonym or use their own name, although settings were anonymised.

- *Operating with scientific integrity as well as complying with current laws*

There is a belief that all researchers will evidence scientific integrity and be morally bound by codes of conduct and shared values to do no harm (Denscombe, 2010; Pring, 2001). This belief, that the micro ethics of practical skills and judgment are focussed on the best interests of the participant, is referred to as 'phronesis' (Gibbs, 2007; Kvale and Brinkmann, 2015:366). Phronesis involves researchers not only holding the requisite knowledge and understanding, but also having the ability and skill to reflect on and practically apply them. The assumption that all researchers possess the intellectual skill and drive to recognise and respond to what is most important in any given situation,

so 'making us good persons' cannot be guaranteed (Kvale and Brinkmann, 2009:67). The goal for any ethical researcher cannot be to eradicate bias, but to recognize that research takes place within contexts, where specific interests and values dominate, often to the exclusion of others (Tangen, 2014). Meaning and understanding is relative and always situated, therefore, an over-reliance on codes could perpetuate discriminatory practice, create questionable status of knowledge and ultimately fail to promote societal progress (May, 2011).

Everyone involved in research have to contend with ethical issues in their investigative journey (Richardson and McMullan, 2007). Ethical codes of conduct are not just for a specific research situation, but integral to practice, informing everyday ethics of practice. Viewing ethical guidelines as the 'tools to think within fields of uncertainty' (Kvale and Brinkmann, 2009:70) allows situational factors to be taken into consideration, and acknowledges the real-life ambiguities and uncertainties that are found in everyday life. Ethical practice can then be viewed as comprising of, and is concerned with, the nested interplay of: the ethics within the given research community; relationships between individuals and groups involved and affected by the research; and the ethics related to the external values and role of research attributed by user groups and education accessing the knowledge (Tangen, 2014). Ethical practice and values then also inform and reflect the quality of research evidence, purpose and outcomes. 'Good practitioner research adheres to a framework of quality guided by ethics', and in doing so demonstrates scientific knowledge, technical skills and practical wisdom (Mockler, 2014:153).

For example, the SSI interviews were audio-recorded, downloaded and stored in a password-secure computer and then erased from the recording machine. Each audio-recording was referenced by interview date and schedule number only. This data was backed up on an unlabelled memory stick and kept in a locked drawer that only I could access. The audio-recordings were transcribed by an experienced, independent transcriber known and recommended by the University. She was aware of the University's confidentiality guidelines and the audio-tapes and transcripts remained referenced only by their interview schedule number (Carlson, 2010). They were sent to and from the transcriber, via the

secure, EC research-dedicated email address, to which I had sole access (BPS Ethic Guidance for Internet-mediated Research, 2013). Participants' transcripts were stored on the secure computer and I printed them out. The printed copies were kept in a lockable filing cabinet, in separate plain covered files. Participant files were referenced only on the outside cover by their date and interview schedule position. Details of their work place setting, age group focus, role and level of experience were stored elsewhere using interview number. Consent forms were stored in another locked filing cabinet. As a small-scale research study, there was no requirement to notify the Information Commissioners Office as the data stored was for research purposes, and so authorised through the University as a research institution.

As the SSI interviews focussed on discussion of personal and professional practices with children and families in settings, the written information drew attention to the statutory obligation of all those working with children to protect their welfare and interests at all times (Children Act 1989/2004). Participants were given the opportunity to verify or correct the content of their SSI interviews transcript although none chose to do so. All participants were assured that they would be given the opportunity to access, read and comment on the research findings, and made aware of how the research would be disseminated.

Although ethical guidelines are generic principles aiming to protect all participants and evidence scientific credibility, they cannot predict all potential issues. Trying to create universal procedures to generate moral rules and principles for all researchers can lead to restrictive and inflexible sets of ethical rules. Referred to as 'deontology' (May, 2010:63), generic procedural approaches to ethics can hinder rather than protect as all procedures, however universal, need to be interpreted and applied to the research context and aims. Generic codes are less able to predict or respond to the ever-changing economic and social macro forces acting within society, including values and bias resulting from the power of funding bodies, changing political agendas and social policies. These all influence and control the interpretation and use of the research findings (Gibbs, 2007; Hall, 2009).

2.7. Research credibility, dependability, transferability and confirmability

‘Qualitative psychologists are increasingly moving beyond ‘methodolatry’ and methodological orthodoxies in the pursuit of a fuller understanding of the human condition’ (Willig, 2013:183). The focus is on researchers, practitioners and service users combining knowledge and skills to find answers to the conundrum of the human condition (Smith, 2015; Wertz *et al.*, 2011). This echoes the call by Wilson (1998:9) for consilience between disciplines to better understand ‘the human condition with a higher degree of certainty’. Trained as a natural scientist he declared ‘why should the social sciences and humanities be impervious to consilience with the natural sciences?’ (Wilson, 1998:11). Although I may not support all his views, I agree with his call to challenge academic hegemonic boundaries defining truth and reality, and to combine not fragment knowledge and understanding.

My ontological beliefs allow me to align with researchers-as-bricoleurs, I am trained in natural and human sciences and worked in professions guided by differing epistemological and pedagogical styles (Bryant, 2014; Levi-Strauss, 1962; Denzin and Lincoln, 2011). This study reflects a desire to capture practitioners’ experience of EC and accommodate the complexity seen in social, cultural, psychological and educational life. As such, it supports the view of science being ‘a state of mind, or attitude, and the organizational conditions that allow that attitude to be expressed’ (Mays and Pope, 1995:109).

In quantitative research, quality and credibility is largely assessed by reference to the prescribed scientific criteria of validity, reliability, generalisability and objectivity (Denscombe, 2010; Lincoln and Guba, 1985). Emanating from positivist research, credibility is commensurate with the degree to which it is considered rigorous, genuine and authoritative by those interested in the findings. Established, published criteria represent a recognised consensus of expert opinion regarding good practice (Yardley, 2015).

For qualitative research involved with human experience, understanding and interpretations, it is impossible to replicate exact social settings or communications in time and space. Participants and the researcher are

fundamental and unique to data collection and analysis; therefore, it is unlikely that exactly the same results could be produced by different participants or researchers. My research cannot evidence certainty by identifying general laws of cause and effect. Being based on a small number of participants it 'is holistic and explanatory rather than reductionist and predictive' (Willig, 2013:183). With no such thing as a unified qualitative research paradigm, there is not a single set of criteria and guidelines to judge the quality of research (Johnson, 2014). However, if research is to be of use, there needs to be some shared consensus of defined criteria to allow comparison. Santiago-Delefosse *et al.* (2016) identified 58 sets of quality guidelines across four disciplines assessing qualitative research. Although they shared a consensus on what constitutes good practice, they lacked detail and were used idiosyncratically. They suggest creating a 'flexible list of criteria, that is, a "toolbox" meeting the needs and specificities of different research' (Santiago-Delefosse *et al.*, 2016: 151).

Lincoln and Guba (1985) suggest replacing the quantitative measures of validity, reliability, generalizability and objectivity with credibility, dependability, transferability and confirmability respectively. I intend to evidence creative, critical consideration of the research process to provide a degree of clarity, contextualisation and justification to the reader by focussing on the core principles of: sensitivity to context; commitment and rigour; coherence and transparency; and impact and importance (Denscombe, 2010; Hanson *et al.*, 2011; Smith, 2015; Willig, 2013; Yardley, 2015).

- *Sensitivity to context*

Recognising the complexity of studying the human condition, this research adopted a biopsychosocial ecological systems approach (Bronfenbrenner, 1977). Those schooled in a specific discipline may suggest it references too broadly and without enough positing to specialist interpretation. However, it is impossible to engage with all current and past research, so referencing will always be selective and, hence, incomplete. Additionally, my reference choices and understanding is likely to be biased by my preference for words and stories, rather than definitive numerical significance to create meaning. Experience reinforces my interests and, as post-modern critics note, you cannot unlearn what you already know

(Breckenridge *et al.*, 2012; Hall *et al.*, 2013; Luckerhoff and Guillemette, 2011; Thornberg, 2012).

In attempting to clarify and summarise relevant knowledge and situate the study, many discipline borders have been crossed. However, in exploring the biological, psychological, sociological and ecological aspects of being human, this research offers a holistic focus, rather than one circumscribed by scientific philosophies (Crotty, 1998; Moon and Blackman, 2014; Ponterotto, 2005). Additionally, it reflects the newly emerging field of IPNB, which advocates the need for an interdisciplinary focus to explore 'the nature of what it means to be human' (Siegel, 2012a:3). Therefore, it 'embraces everything from our deepest relational connections with one another to the synaptic connections we have in our extended nervous system' (Siegel, 2012a:3).

EC is informed by understanding the physiological and psychological aspects of emotions in relational communications and behaviours. Emotions in settings, although traditionally compartmentalised, are increasingly recognised as integral to learning (Bergin and Bergin, 2009; Cozolino, 2013,2014; Goleman, 2008; Fiedler and Beier, 2014; Gross, 2014; Immordino-Yang and Damasio, 2007; Linnenbrink-Garcia and Pekrun, 2011; Pekrun and Linnenbrink-Garcia, 2014). In an attempt to build credible research-informed teaching programmes, there is now a greater focus on monitoring health and wellbeing in settings, primarily for children, but increasingly for staff (Banerjee *et al.*, 2014; DfE, 2011a, b; Humphrey *et al.*, 2013; Lendrum *et al.*, 2013; Pearson *et al.*, 2015; Weare, 2013; Vostanis *et al.*, 2013; Yeo and Graham, 2015).

However, rarely do these programmes specifically reference physiological effects of emotions and behaviour or use relational interactions to promote emotional self-regulation (Porges, 2011, 2015; Siegel, 2012a). As a result, my research questions specifically explore emotional awareness, EC experience and perceived practice changes in practitioners who had received appropriate neuroscience and relation informed training. This was an attempt to explore alternative approaches to emotional self-regulation, based on sustainable and relational rather than behavioural interventions. I believe the research findings could offer reliable evidence to address a dearth of EC research with practitioners

in educational settings.

With inductive research, there should be no pre-conceived ideas of what might be found, as it is the data that speaks to the researcher. The expectation is that the researcher's assumed world views, are 'bracketed off'. However, you cannot forget what you already know and, although preconceived ideas can stifle playful creativity, they can also sensitise the researcher to subtle nuances and guide research questioning (Strauss and Corbin, 1998). The interview questions, therefore, were not too detailed or focussed on specific goals, but needed the adaptability to follow participant's leads. Research questions were constructed so practitioners had opportunities to focus primarily on their emotional awareness, EC experience and personal and professional practice.

As the researcher, I felt it was advantageous that I had a working knowledge and understanding of educational and early years settings, as well as an established rapport with some of the participants. Firstly, I was better able to understand and reference both common and specific issues related to practitioner role and the setting ethos and structure. Secondly, practitioners already had a level of trust in our relationship. Although I was unable to eradicate the bias from my position as researcher, interviewer and EC trainer, I was aware of the power asymmetry and sensitive to potential verbal and non-verbal displays (Tangen, 2014).

In the SSI interviews the participant chose the time and the place for their interview. I spent time to put them at ease and explained my interest in their observations, positive and negative, to capture their experience. Although there were specific questions all participants were asked, the SSI interviews were a two-way communication, often led by the participants' interests, and described as 'constructionist' (Roulston, 2010 cited in Brinkmann and Kvale, 2015). This evidenced respect and equitability; however, ethical issues were addressed by guidance from Psychological and Educational research ethical recommendations for research design and procedure (The University's School of Education Research Ethics 2011; BERA ethical guidelines for educational research, 2011; BERA charter for research staff in education; BPS code of human research ethics, 2014).

There is now a small but growing body of evidence that has developed as a result of the MRP 0-19 project and since carrying out this doctoral research, to infer the benefits of EC in supporting children's emotional regulatory skills in UK settings (Digby et al., 2017; *Gilbert, Rose and McGuire-Snieckus, 2014; *Gus, Rose and Gilbert, 2015; Rose and McGuire-Snieckus, 2014; *Rose, Gilbert and McGuire-Snieckus, 2015, 2016a, 2016b, 2017). However, I wanted to reference practitioners' personal narratives of delivering EC. The research includes participants' words, to capture their voice, and case studies, to illustrate the practitioners' lived experience. However, these can only be told through my words and understandings, introducing a third hermeneutic level to the analysis; that of the reader trying to make sense of a researcher's account, which is trying to make sense of the participant making sense of EC (Agrey, 2014; Smith and Osborne, 2015). Therefore, although attempts to evidence to the reader that this piece of qualitative research is representative, fair, credible and transparent, it will always be an 'interpretive rendering of the worlds we study rather than an external reporting of events and statements' (Charmaz, 2014:339).

- *Commitment and rigour*

The purposive research sample included twenty-one participants who were voluntary and unpaid, so self-selected. They came from a variety of years settings but not every setting that participated in the MRP 0-19 was represented. Why is open to conjecture, and could reflect a lack of practitioner time commitment, a lack of interest in research or EC, negative feelings about EC, poor experience in the training or a dislike of interviews.

An incentive to recruit settings to take part in the MRP 0-19 research was providing free EC training, and covering the costs of childcare and staff cover. Settings that enrolled were visited by the project leads and given details of the research project and training programme. All settings were encouraged to adopt a WSA to training, but it was their decision as to staff attendance. It subsequently became apparent that a few practitioners were unprepared for enrolment in a research project or the commitment to the network sessions. Some were disappointed that they were only able to attend the EC training day and not the

network sessions. Perhaps these factors contributed to other MRP 0-19 participants choosing not to volunteer to participate. Nevertheless, as Charmaz (2014:108) notes, a researcher can only 'do the best you can with the materials you can construct or already have'. As a result of those who did volunteer to participate, I have a greater awareness of the importance of providing adequate information and checking that there is a shared understanding in the initial preparatory stages of any research project implementation (Pearson *et al.*, 2015).

Although the majority of the self-selected group were positive about EC, they were encouraged to share concerns. All were aware that use of EC in UK settings was new, and that they were pioneers. As a result, they were conscious that their opinions and experiences were invaluable research contributions to assess the suitability of EC. Therefore, those that did volunteer knew my interest in EC, had some trust in my endeavours, and were willing to give their time to share their thoughts. Albeit in the minority, I was pleased that there was representation of a range of views in regard to the EC experience. These were valuable contributors offering alternative interpretation and so providing analytical density to the conceptualisation (Charmaz, 2014).

Although single researchers can be viewed as unreliable, Charmaz (2015) believes that GT method is most effective when the researcher engages in both the data collection and analysis. This is because the details of meaning and processes are better understood and contextualised through the constant of a single analyst. All interviews were carried out by myself and, to maintain confidentiality and standardise quality, transcripts were typed by one experienced transcriber (Carlson, 2010; Maclean *et al.*, 2004). I coded the transcripts but, to check for analysis consistency and dependability, samples were given to an experienced GT researcher who had been part of the original MRP 0-19. Additionally, as consent had been given by all MRP 0-19 participants for the data to be used and disseminated for research purposes, the emerging codes were referenced with data from MRP0-19 focus network meetings.

This triangulation of data conferred a degree of credibility to the codes, and is accepted in CGT as a form of theoretical sampling. CGT accepts that it might not

always be possible to revisit participants, or recruit new ones, suggesting theoretical sampling is a provisional goal, rather than a necessity (Charmaz, 2014, 2015; Sutcliffe, 2016; Willig, 2013). Due to practitioner work commitments, I was unable to revisit, or obtain new recruits, as they needed to have been part of the MRP 0-19. Additionally, everyone was given the option to volunteer at the end of the MRP 0-19, so it would have been inappropriate and unethical, to approach those who had chosen not to volunteer. Consequently, theoretical sampling involved revisiting the participants' transcripts to identify similarities and differences, and using the MRP 0-19 network focus group transcripts to evidence coding replicability and credibility. This approach is reflective of the everyday research experience, and may be seen as compromising, but actually evidences authenticity; it acknowledges that the researcher can and should only reflect the reality of the research situation (Charmaz, 2014).

As a novice researcher, my interviewing style could be criticized: I talked too much; asked too many closed questions; was too quick to fill empty pauses; was too focussed on non-verbal body language cues; too often reassuring rather than waiting and listening; and too quick to move on when information was not forthcoming. The issue of leading questions is a concern when collecting data from SSI interviews. On reflection, and from reading the transcripts, such questions were posed. However, I believe that established rapport was enough for the participants not to feel an obligation to answer in a certain way. Further, my skills to clarify and paraphrase gave opportunities for reflection and modifications on hearing their responses (Charmaz, 2014; Kvale and Brinkman, 2009). It is also reassuring to read 'leading questions need not reduce the reliability of interviews but may enhance it; rather than being used too much, deliberately leading questions are today probably applied too little in qualitative research interviews' (Brinkman and Kvale, 2015:200). Re-reading the transcripts, I see many flaws in my interviewing technique, but there is also evidence that this improved as the project progressed. Experiential learning supported and developed my knowledge and understanding, and the skill to reflect on and practically apply it in appropriate situations (Kvale and Brinkmann, 2009).

I lack the skills and expertise of the experienced researcher, however, Glaser

(2009:19) suggests that 'what is seen as skill lacking is OK, because built into GT is the progressive skill development of the open novice'. Therefore, use of recognisable, reputable procedures and detailed audit trails of methods, analysis and decision-making, evidences a certain dependability of the results. Certainly, I am more skilled, realise there is a 'GT family' and CGT is more tolerant and accepting of multiple realities and interactive meaning and interpretations. Whether I have used CGT exactly as another is unlikely, as Nagel *et al.*, (2015) noted, there is a dearth of guidance for PhD students' use of CGT. In part, this is because of the rapid morphing of alternative epistemological stances that collectively create the family of GT. If I had more time, prior to starting the study to investigate the philosophical origins and developments of research, reality and knowledge and disciplinary paradigmatic stances, I would have been better prepared and more confident in my credibility to guide the research process and challenges from a largely post-positivist landscape. Additionally, next time, I would build into the design more post-interview contact as a way of confirming the credibility of the data and the dependability of the theoretical conceptualisation of practitioners' stories.

However, I have read widely, taken advice from the experienced, and tried to balance procedural adherence to vagaries of the research experience. This has encouraged me to rely on my 'own innovations, motivation, and, at times, sheer tenacity', thus developing important research skills (Nagel *et al.*, 2015:376). There is a clear trail evidencing the origins and context of the research, the journey to identify an appropriate methodology, the process of collecting, recording and transcribing data. The analytical process and the constant comparative method supports the development of common codes to focussed codes and conceptual categories. Memos record the development of my thoughts and ideas, but as with all research, times when chaotic rumination suddenly turns into a eureka moment, are not always recordable or recorded. Collectively, there is demonstration of a research journey from conception and data collection to increasing engagement with the data, subsequent abstraction to create codes and conceptual categories, the links to extant theories and the development of the EC conceptual framework of engagement

- *Coherence and transparency*

By adopting an inductive approach to research, my intention was to demonstrate an open mind to the research focus, and critical awareness of alternative explanations to the confirmability of this research. Grounded data, reflexivity and triangulation demonstrates matters of researcher accuracy and data authenticity (Charmaz, 2014; Denscombe, 2010; Willig, 2013).

Member-checking of transcripts prior to coding is believed to offer confirmation of accuracy or intention of meaning (Brinkmann and Kvale, 2015; Carlson, 2010; Charmaz, 2014). Aware also that member-checking can lead to participants withdrawing from the research, selected data being withdrawn, participant embarrassment and compromise of research relationship about their comments and grammar, I was concerned about compromising the rich, thick data (Carlson, 2010). Although member-checking was offered, participants did not take this up. Participants were 'time poor', and, because the interviews were recorded and I was known to them, perhaps they felt the transcripts would be a fair representation (Ezzy, 2010). However, on reflection, I could have offered alternative forms of member checking that may have made this more appealing (Charmaz, 2014). This could have included offering to send the scripts in electronic formats for ease of access, sending the proposed codes or categories to see if they resonated with their experience, sending a summary of their transcript to check it was a fair representation of their EC experience in relation to the interview question and discussions

There is a societal expectation of those working with children that they do not experience negative emotions, and always put children's needs before their own (Ashforth and Humphrey, 1993; Frenzel, 2014; Ginott, 1972; Chang, 2009; Schutz *et al.*, 2007; Skinner *et al.*, 2014). This may have influenced participants' responses and reporting of EC applicability and use. Although the status of the practitioner was not the focus of the research, it would be naïve to think that this might not affect responses and EC engagement. The participants varied in status, age, gender, experience and role in the setting and this could contribute to emotional awareness and EC experience.

I am aware of criticism that researchers who adopt an equitable and amicable approach, mimicking everyday interactions, but are driven by research gains, may be perceived as false and unethical (Brinkmann and Kvale, 2015; Charmaz, 2014; Sennett, 2004). However, I would contend that it is the researcher's responsibility to ensure participants feel at ease, and able to trust that my interest is with their thoughts and opinions. To do this, interactions need to be pleasant, fair and equitable (Brinkmann and Kvale, 2015; Charmaz, 2014). 'Elite' interviewees are usually in powerful positions, such as the managers and heads of the settings, and are practiced in being interviewed, expressing their opinions and assuming researcher attention (Brinkmann and Kvale, 2015). Having personal experience and professional knowledge of settings, as well as being proficient in EC, enabled me to interact appropriately. For those with less interview experience or status, I spent more time building and confirming rapport to encourage confidence. Looking at the transcripts this resulted in greater contribution on my part in the discussion exchanges.

Therefore, 'no research is ever free from the influence of those who conduct it' because data is the 'product of a process of interpretation' (Denscombe, 2010:301). Qualitative research usually focusses on small numbers of intensive studies, detailed, rich 'thick data', so statistical generalisation is inappropriate (Geertz, 1973). However, if enough detail to make comparisons are provided, the findings from small scale qualitative studies can be assessed for context 'transferability'. Offering a detailed reflexive account of the researcher's self allows others to better assess and contextualise the research findings.

From the outset, I have positioned the importance of the role of self in this research. I have declared my ontological and epistemological beliefs about the co-constructive, interactive and relational world and the messy, lived experience. Through reflection, I have tried to evidence my engagement, commitment, inexperience and errors, along with the experiential learning from being involved with the practitioners. In carrying out this research I am now a different person, and embody what this research journey confirms, you can only 'do the best you can with the materials you can construct or already have' (Charmaz, 2014: 108).

2.8 Summary

'no method is without limitations and no method can tell us everything about a phenomenon' (Willig, 2013:179)

This research emerged from but is separate to the MRP 0-19 (*Rose, McGuire-Snieckus and Gilbert, 2015). The project was guided by appropriate codes of ethics (Appendix **A10**), and participant consent was obtained in written form and verbally before each interview (Appendix **A3**). The focus of the SSI interviews, guided by semi-structured research questions, was the practitioners' particular EC journeys (Appendix **A4**). The transcribed data was subjected to line by line CGT basic coding, using gerunds to capture action and processes (Appendix **A7a**). Codes with similar properties were grouped together and re-labelled. In vivo codes helped identify emotional valences and nuances linking behaviours, thoughts and actions (Appendix **A7b**). The transcripts were re-investigated and codes further re-grouped, with more frequent and telling codes forming larger focus codes (Appendix **A7f** and **A7g**). Using the constant comparative method scripts were re-examined to further define focussed code features, their content, connection and diversity. Relationships between other emerging focussed codes were sought to evidence for data 'saturation'. Memo writing evidenced the increasing conceptualisation of the grounded data and informed further examination of transcripts (Appendix **A9**). The core and conceptual categories were the final products of my 'tinkering' or 'high-level cognitive process involving construction and reconstruction, contextual diagnosis, negotiation, and readjustment' of data (Kincheloe, 2005:325) (Appendix **A8**).

The next chapter, uses the emergent conceptual categories and focus codes, to organize and report the research finding. These will then be referenced to the guiding research questions.

Chapter 3: Results

"A bird doesn't sing because it has an answer, it sings because it has a song"
Maya Angelou

3.1 Introduction

'Assigning symbolic meaning (i.e. codes) to data is an act of personal signature, and the 'I' in the creation, reporting and explanation offered must be neither ignored nor underestimated' (Saldaña, 2016:41). My involvement, therefore, reflects someone 'who writes from the midst of life experience where meanings resonate and reverberate with reflective being' (Van Manen, 2014:391). Complexity, as a social-scientific term, signals that data is, like the lived experience, unpredictable, chaotic and messy. Although data may be difficult to manage but, as Saldaña declares, 'it is not the questions that are interesting, it is the answers that are interesting' (2016:290).

Recognising that 'the particular eternally underlies the general; [and] the general eternally has to comply with the particular' (Hermans, 1988:785) accepts that, although the participant's experiences are distinctive, they are also 'hung on what is shared and communal' (Smith *et al.*, 2009:38). This suggests that significant aspects of the general can be revealed from the individual (Crotty, 1998; Smith, 1998). By focussing on the relational intricacy of actions and experiences, the complexity of the practitioners' lived EC experience may be revealed.

In constructivist grounded theory (CGT) the emerging codes and conceptual categories are the focus and drivers of the analysis reporting (Charmaz, 2018). From inductive analysis of the transcripts, factors identified as pertinent to practitioners' EC experience became basic codes which were then grouped into broader focus codes. These focus codes were further investigated to identify connections, qualities, actions, relevance and scope creating four conceptual categories: Structuring emotional identities; Positioning educational settings; Emotional journeying and Building emotional toolkits. These categories capture both individual and collective EC experience, accommodating similarities,

difference and diversity found within practitioners' accounts of EC. Adopting the same investigative approach the conceptual categories qualities are defined and the core category, reflecting the essence of EC, is revealed. Figure 3.1 evidences the EC focus codes, conceptual categories and core category. The connections between the conceptual categories, the EC practitioner experience and the construction of EC communities and practitioners' perceptions of EC dilemmas and limitations will be recounted and to structure and describe the findings

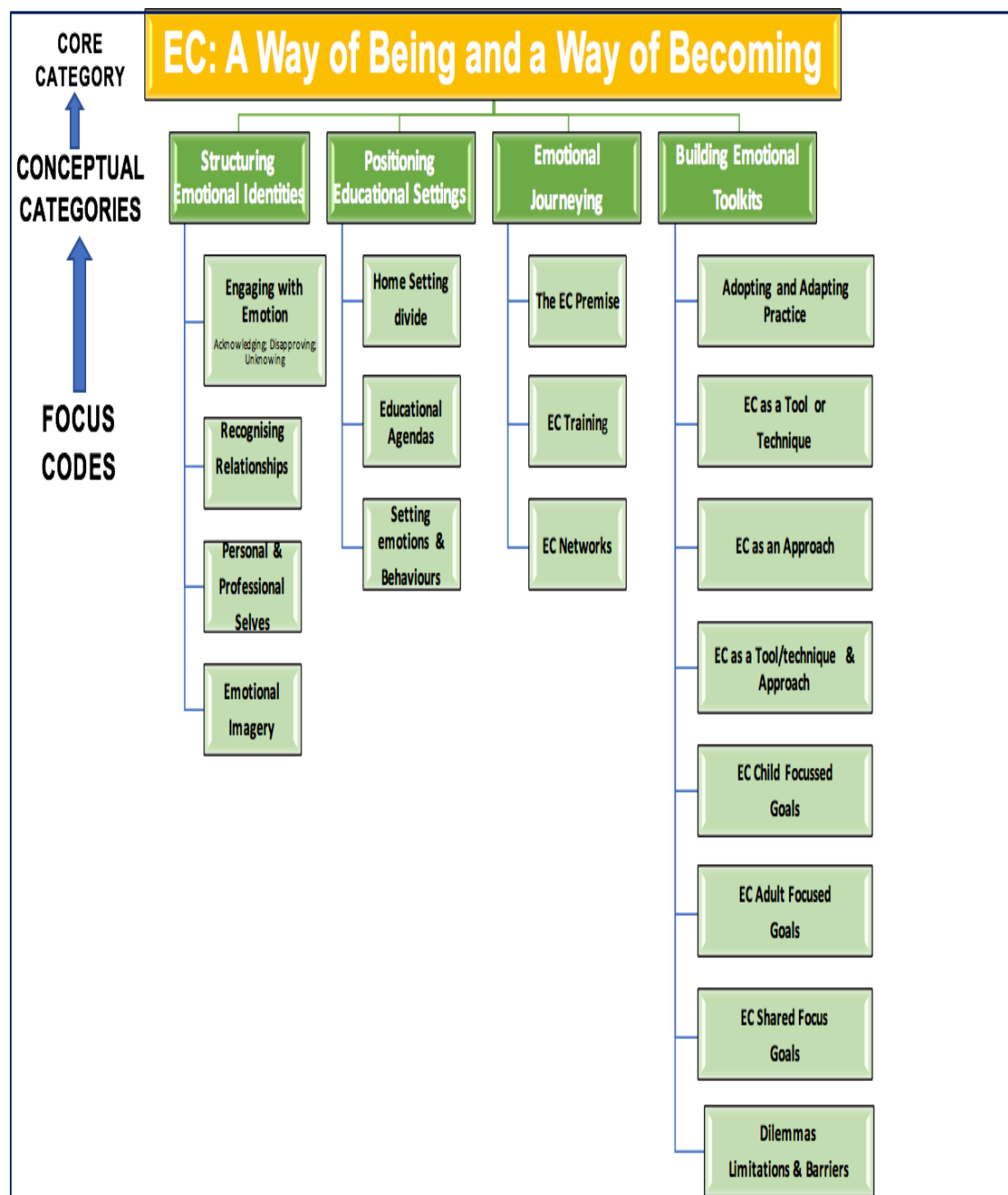


Diagram 3.1 EC Focus codes, Conceptual categories and Core category

Although in qualitative research, the ‘centrality of the research question[s] in determining and shaping the research design’ is open to debate, it is useful to consider the research findings in relation to the original guiding research questions (Charmaz, 2014; Koro-Ljungberg and Hayes, 2010:114). The overarching research questions contextualise the boundaries of study design so referencing them evidences research focus continuity. The focus codes and conceptual categories emerged from the practitioners’ EC experiences and concerns, so may not necessarily fit the research questions interest. However, the questions were crafted in such a way as to not search for specific answers, but to encourage exploration and accommodate practitioners’ diverse ways of knowing EC.

It is therefore possible to loosely map the conceptual categories to particular guiding research questions (Diagram 3.2). Nevertheless, it needs to be noted that the conceptual categories are not mutually exclusive, so do not align exclusively to a particular research question. The complexity of interpretation and messiness of the lived experience means that, although there are three separate questions proposed, the findings are relevant to all. That being said, it is possible to suggest how focus codes and conceptual codes evidence the EC experience of the practitioner, their response to emotional and behavioural situations in the settings and any changes in working practice.

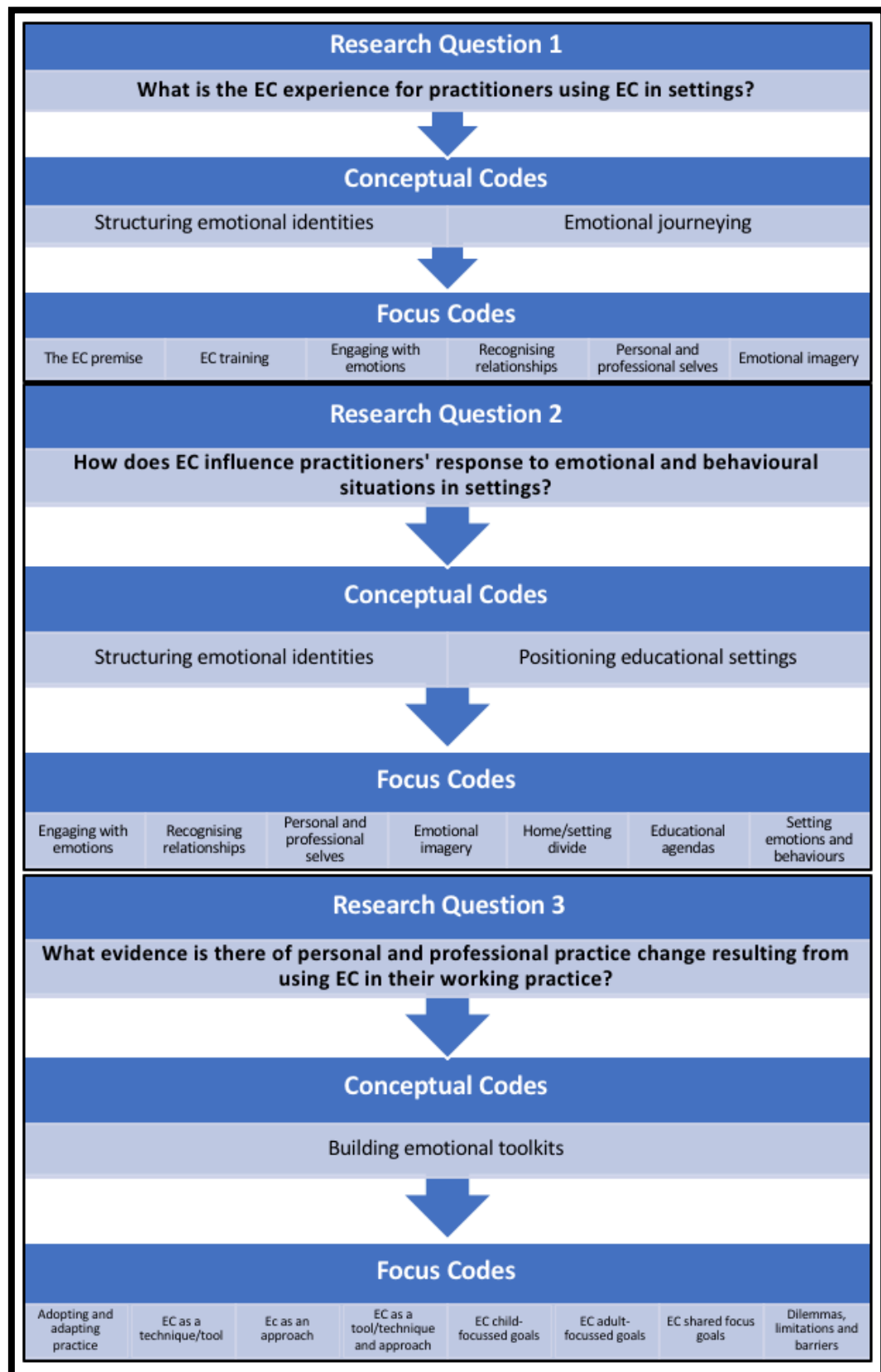


Diagram 3.2 Connecting the research findings to guiding research questions

3.2 Structuring Emotional Identities

“I see the staff that are very much like me, that naturally are emotional, emotion coaches” (18:532-4)

“Well, I’ve never really thought about emotions having a special purpose” (10:123-4)

“it’s discipline versus emotion” (19:683)

How we value and understand relationships, and our responses to emotions in our working and personal life, influences personal and collective wellbeing and informs the conceptual category practitioner ‘emotional identity’. It is constructed through cumulative and contingent reactions, responses and reasoning about relationships and experiences. From childhood, we learn to regulate our emotions: initially through interaction with our main carers and adults; and, later, by developing skills to self-regulate emotions, although an element of social regulation is always retained (Reeck *et al.*, 2016). Although, in the western world, there is some standardisation of childhood experience, no two are identical. This results in a spectrum of ways to manage relationships and emotions, some of which are more adaptable and prosocial than others. Emotional identity evolves through continuous experience of environments and temperaments.

The practitioners in this study, by their choice of work, enjoy and are assumed to be successful at facilitating children’s learning. They should have effective communication skills, including managing children’s behaviour to optimise learning environments. However, although they all shared a focus on learning, their awareness, acceptance and approach to managing different emotions varied. Relationships were seen as important to teaching and learning, but their structure and focus were influenced by the variety of practitioners’ emotional reactions, responses and reasoning.

For some practitioners, their personal and professional identities were viewed as distinct and separate, whilst others viewed them as integral and informed by similar reactions, responses and emotional reasoning. From the analysis, personal and professional selves contribute to a practitioner’s emotional identity, and they may have more than one emotional identity.

- *Engaging with emotions*

Practitioners were described as ‘acknowledging’, ‘disapproving’ or ‘unknowing’ of emotions. However, it is perhaps better to think of practitioners as positioned on a spectrum of emotional awareness, with ‘acknowledging’ at one end and ‘disapproving’ at the other and ‘unknowing’ between. Practitioners may also have variability in their emotional repertoire, holding differing reactions, responses and reasoning to specific emotions, which alter over time.

- *Acknowledging of Emotions*

Most of the practitioners spoke of being emotionally aware and tolerant, particularly with children, acknowledging that “emotions play a huge role actually and effect everything we do, it seems. The way that we are” (4:413-4). Often, these practitioners voiced higher levels of empathy. As David stated, “I’ve always respected emotion and thought it a very important part of being human” (5:96-7), whilst Nancy, a primary school teacher, believed “I think sometimes the behaviour gets in the way of looking at the emotions” (4:73-5). There was an acceptance that emotions informed behaviours and actions, with Jane recognising that levels of awareness and self-regulation could contribute both positively or negatively as “behaviour doesn’t just happen out of thin air” (14:121). As adults and practitioners there was an expectation to model effective self-regulation for children and their parents, particularly during emotionally charged incidents. In effect, Lorraine believed “you live the life, not just teach it” (2:226), affirming Diana’s view that “your emotions impact on your behaviour and, well, they lead your behaviour, they go hand in hand don’t they” (13:310)?

Self-regulation was acknowledged as not easy and, although it is important to be aware of emotions in oneself and others, this did not always happen. When discussing emotions, Jill noted “we need to be a bit more open about our emotions and that adults still have these feelings, and we’re not perfect and explaining all of that” (14:326-8). Mary noted “they’re important, but I think that I, again I’ve always taught my children to recognise them, but deal with them. And it’s the dealing with the them that’s the hard bit” (11:308-11). They appeared more comfortable and able to reflect about their emotions, with David endorsing EC,

claiming “I think on a very personal level and my own personal experience it appealed to me and I said, I could have done with that. I wish that had happened to me, or I want to be able to help others in that way” (5:909-13).

Positive and negative experiences of childhood emotions and parental guidance were cited as justification for practitioners’ emotional responses and their behaviour to others. Mary stated, “I’ve always just thought that that was how we were, that’s how my mum was, that was just her person” ... “yes, because I’ve seen it work I guess, because I’ve seen it generationally, I think that’s the thing, for me” (11:71-3, 700). Nesta noted “you use personal experience of childhood to inform professional practice”. (20:361)

The link between emotions, behaviours and learning was often implicit in the understanding of practice. It was informed by an awareness of the power of emotions “when you see the emotions are causing the barriers to learning, it’s fantastic it’s brilliant” (2:312-3). Alice, a teaching assistant (TA), recognised that “I automatically assume an emotion is a result of a behaviour, or a behaviour is a result of an emotion” (1:84). These practitioners recognised that children who were emotionally stable and secure seemed to be more content and enjoyed learning “if you’ve got a child that’s happy within themselves and you can give them the confidence, they will work much better” (21:90-2). However, the complexity and fragility of some children’s lives were acknowledged as having a detrimental effect on the child’s ability to engage in learning. It was felt these children must not be ignored in settings, some “children bring huge amounts of baggage” (20:57). Additional, emotion-specific teaching was needed to compensate for perceived shortfalls in children’s home lives; “how we deal with our own emotions and how we can moderate our emotions if they are extreme, and that’s my, that’s one of my roles as a teacher I think, because quite often I don’t think parents do that, I think parents actually cause a lot of these children’s problems” (20:400-4). Other practitioners suggested that, because emotions are universal, all children should have the opportunity to feel emotionally supported and secure. They believed that to provide holistic educational opportunity, children needed emotional and social care in addition to academic support, “If children think you care about them, they’re more likely to be happier, and they’re

likely, I think they're more likely to learn better if they know they are in a safe and caring sort of environment" (4:379-383).

There was an awareness of the necessity, as with academic skills, for children to 'learn and practice' to develop emotional self-regulation. Practitioners viewed their professional role to be both guide and facilitator. With enough opportunities, through role-modelling and experience, children can learn to manage situations more effectively, and develop prosocial self-regulatory skills. Tina, a TA, believed this was needed because "children think and behave differently to adults, they don't understand, and cannot control emotions" (3:25). Children's emotional regulation was likely to be evidenced as part of their developmental trajectory, Nancy reckoned 'because children are little human beings that have emotions, and tend to display those emotions in all their raw forms, um, and they're being children, they're just at the right stage for them to learn about things like that (EC), to enable them to cope with life at school and in later life" (4:905-10).

There was no assumption of a societal utopia, indeed, Mary noted "sorry, but in life, there are going to be nice people and there are going to be people who maybe are not so nice, and actually how you deal with this is going to be how you progress in life" (11:405-8). There was a tolerance to intensity of emotional incidents in the settings, less discrimination and greater acceptance of emotions including anger and sadness. Tony saw all heightened emotional behaviours as "a cry for help and no one's listening" (6:72).

Mary, who worked in a Children's Centre, mused "but I've always thought that behaviour is never what it seems on the surface, it's never been, for me I've always thought, well actually, you're behaving like that for a reason" (11:94-6). Often practitioners referenced their own belief system as justification, as noted by Toya "you know, the mental health side of things it was just, yeah, it's crucial, um, you know in every aspect ... but if you've not got your mental health ... you're not best placed to kind of almost like move on in any areas of your life, so for me it's crucial" (9:21).

Therefore, there was an acknowledgement of the importance of enabling environments, including secure relationships, to promote safer learning. Nesta

felt that often much time had to be spent on building relationships to make the child feel safe, so as to support their learning potential. With one boy, she remembered “I mean I had him two years because of the way I could deal with him, I kept the class the following year so that we did a lot of work together and he went on – he’s now, oh he must be in year 9 or 10. He’s doing very well at school, and okay” (20:226-30). There was a greater vocabulary for talking about emotions, as well as evidence of empathetic tolerance to a diversity of emotional responses. As Diana, a Children Centre manager noted about anger, “it’s OK to feel like that, it’s normal” (13:254). Opportunities for settings to also recognise and validate positive emotions was important to Cathy “particularly some students who don’t feel the positive emotions very often, so to give attention to it and to big it up, actually is good” (7:743-5).

- *Disapproving of emotions*

The sample for this study was taken from adults who chose to work with children, and their work demands some competency in interpersonal skills and empathy to facilitate learning. Further, this purposive sample volunteered, so self-selected, to talk about their EC experience. Therefore, no participants could be categorised as having no awareness, tolerance or understanding of emotions. As Lottie noted “You’ve got to want to work with children to do this job, there’s no point in coming in thinking ‘I really don’t like children, but it’s a job, and it fits in with my hours, that will do’... you’ve got to sort of have a little bit of a caring nature to do it. But certainly, I think there’s people out there that don’t do it” (15:525-30). Additionally, no practitioner categorically stated that emotions had no relevance to behavioural outcomes. However, there were participants who revealed some values and beliefs that seemed less tolerant of certain emotions, in themselves and others. In practice, they evidenced lower empathy, and were less likely to acknowledge emotional responses in themselves and more likely to trivialise emotional behaviours in others. For Fiona, although emotions needed to be recognised “you couldn’t bleat on about them all day” (8:375), and Kirstie admitted “that’s not the sort of person I am” (19:596).

Emotions in behaviours, particularly those deemed as negative, such as anger, were often ignored, minimised and seen as unproductive. Alice believed that negative emotions and experiences do not help children’s learning or the teacher:

“if somebody’s had a bad playtime they might come in and then not do their work and sulk for ten minutes, which will have an effect on the teacher” (1:473-6). The focus became on controlling behaviour, rather than managing the emotions that might be informing the behaviours. Cathy claimed that initially she had felt emotions in settings took up too much time, and her focus had been to “build a bridge and get over, that sort of thing” (7: 246). Pre-training, she described herself as dismissive of emotions and more of a “just bloody well do it sort of person” (7:245). Jack described managing emotions as sometimes “you’re going to feel like you’re banging your head against a brick wall” (16:70-1).

Although physiological and psychological links between emotions and learning were acknowledged, they could be minimised. The focus was on managing behaviours and emotional moments rather than reflecting on the causes. Lorraine believed “because you can’t ever back children into a corner, because they’re going to come out fighting – that’s what we do. And if children start backing us into corners that’s exactly how we behave” (2:357-8). Children who were emotionally secure were recognised as better able to participate in learning; however, the adult’s role in the management of any child’s emotional state was believed to be beyond the practitioner’s professional remit, or marginalised by the National Curriculum’s academic drivers. Jack stressed “actually primarily it’s also my job to teach them to read, to write, to be able to add, take away” (16:704-5).

In the settings, there was less tolerance to emotional displays from children and adults. Kirstie reckoned “when it’s a disciplinary thing I don’t agree with [EC]” (19:345), believing that children could manipulate and use emotions for personal gain. Tina thought “some children are melodramatic and drama-ish...*that sounds really terrible*... and sometimes they need to be told, well actually, no” (3:39-41), and Naomi thought some children act to get “all that lovely attention” (17:807). There was a greater likelihood to blame the individual for a lack of control of their emotions, describing outbursts as “they threw their toys out of the pram” (9:620), rather than trying to understand emotional distress and context. As Chloe summarised, “whether it was good attention or bad attention, whether it was positive or negative, [the child] was getting attention” (21:978-80).

Practitioners acted more like benevolent dictators, firmly holding onto the power. Providing an enabling learning environment included behaviourist control techniques, in a belief that learning was achieved by making sure the child was made aware of the rules. This then helped children recognise what was expected and how it differed from the home environment. The quality of practitioner-child and practitioner-parent relationships were less likely to be specifically identified as integral to the teaching and learning experience. However, effective communication was desirable in the order and functioning of the learning environment. As Jack commented “we can’t do everything. So, is it my role to make them emotionally sound? No, I can’t say it is, but I do think we need to try and support it” (16:432-5).

- *Unknowing of emotions*

Some practitioners appeared undecided, unsure or unaware of professional and personal attitudes to emotions in learning. Often, these practitioners had neither considered the emotional aspect of behaviours, nor had the necessity to do so. Lucy, an early years worker, reflected “well I’ve never really thought about emotions having a specific purpose I suppose” (10:124). She mused “I don’t specifically remember thinking or talking about my emotions before it came up at Emotion Coaching” (10:319-20). Some, such as David, had not specifically thought of emotions as part of their professional identity, “I never really thought to myself, behaviour is definitely emotionally driven” (5:95). Even so, these practitioners were often empathetic, believing that settings needed to be positive places for children. As a trainee teacher, David believed emotions “are just a fact of life and it’s what happens with them, and so, the fallout from those emotions, and that’s something that you can manipulate and change and work with people to develop” (5:163-6).

Some of these practitioners appeared less attuned to their own emotions, and had not considered how emotions affected responses within the work setting, “you just kind of like wash emotions over really, we don’t pay a lot of attention to them” (10:129-31). Although they recognised, and supportively responded to, heightened emotional behaviours, perhaps a more limited personal repertoire in expressing emotional selves, led to a reluctance to address emotions in practice.

As Lucy (10:318-20) noted “although we are quite open and caring, I don’t know that we do actually talk about our emotions very much”. Distraction and problem solving were often the focus of their engagement in emotional incidents. They believed focussing on emotions would be time-consuming and exacerbate, rather than calm the situation. For example, Cathy felt that because she did not often feel fear, it was an emotion she struggled to deal with in others. Her response to others’ feelings of fear was often dismissive: “absolute nonsense to me. I don’t get it” (7:494).

- *Recognising relationships*

Emotions were recognised as basic components of relationships, with Jack describing himself as an “quite an emotionally attached teacher” (16:35-6). However, emotions were often tacit in discussions about relationships, because of “the innateness of emotions” (7:32). Naomi stated that relationships were fundamental to education “I think it is integral to teaching” (17:534), and the primary relationship in the setting was with the child. It was the adult’s responsibility to respond to and be aware of a child’s situation, temperament and needs. Good working relationships were essential “sometimes as a professional you forget that this is all about relationships, all about relationships, you know that’s the most important thing” (7:145-7). Indeed, many practitioners believed caring, close relationships were fundamental, “you have to have knowledge of the whole child...to teach my class effectively I do have to know them really well” (17:508, 511). There was also a protective responsibility for adults working with children and Tina, a TA, noted “they [children] can’t keep trying if you don’t keep giving” (3:1083), whilst Nesta believed “you need somebody in life who is actually going to believe in you and we are teachers, we should be doing that – that’s one of our roles I think” (20:839).

However, particularly for practitioners working with children in the early years settings, early years of primary schooling, and secondary-aged children having difficulties at school, good working relationships with parents were needed to support learning. Naomi identified the Foundation Stage (4-7 years) of schooling as an important time for forging relationships with parents “it’s particularly key to

where we sort of work with parents and develop an effective parental relationship with the school” (17:34-6). Jack recognised “parents, their family, their grandparents, their community is a major part” of educating a child and provide a potential relational support network (16:431-2). Cathy, a deputy head of a secondary school, believed “if you don’t make the connection with the person you know, it’s just not going to work, it’s just not going to work because, particularly with parents, where the child is getting it wrong” (7:373-6). Those working in early years have a tradition of creating supportive parental relationships to aid child learning. Mary acknowledged “yeah I feel that my role now, when I look at things I, I look at maybe, yes, providing for the child, but also providing for the parent” (11:485-7).

- *Personal and professional selves*

Participants were only practitioners for part of their lives, and their professional persona could be viewed as either separate or an extension of their selves. Their perception of roles, rights and responsibilities as a practitioner were informed by the values and belief systems that inform their personal lives, or by a different set specifically for their work role. Lorraine believed it was important for practitioners to be both personally aware, and professionally skilled. This meant “as an adult, having the emotional intelligence to understand about emotions, and that they are two slightly different things” (2:163).

Tony, a secondary school teacher, suggested that his professional persona was heavily influenced by “personal experience from previous teachers... so people I used to respect, and still respect from primary school and upwards, and teachers I remember, I try to model myself on them” (6:33,38-40). For Lucy, although passionate about recognising and validating emotions in the setting, this contrasted to her personal life, “although we are quite open and caring, I don’t know that we do actually talk about our emotions very much” (10:318-20). Kirstie was adamant that, in her role in the setting, she did not have to deal with emotions “Yeah I just don’t have the, I just don’t have the situation where I need to” (19:424-6); however, “as a mother I would, yeah I’d chat to my children” (19:628). Lorraine also recognised divided roles, suggesting “teachers are very good at being

consummate actors". She stated that "any personal emotions, I leave at the front gate, because this is my professional job and it is about children" (2:264-5, 608-9). David, in his professional role, felt more confident dealing with emotional behaviours in the setting than in personal situations. He said it is "easier as a professional because you've got your role and you fall into that role, whereas when it's personal it maybe perhaps it's a bit more complex" (5:135-7).

To add to this complexity, practitioners described their professional role as being two-fold. In supporting mental health and well-being, whilst promoting academic achievement, "everyone has a role in mental health and wellbeing" (6:365). However, which was prioritised varied according to the value afforded to emotions, their belief in the role of emotions in behavioural outcomes and their perceived professional responsibility. Some, such as Cathy, expressed personal and professional commitment, they were "passionate about mental health of pupils and actually I never want to move away from that" (7:557). Nesta believed "it's my role to let children see that whatever they want to be in life they can do it... They, you know, I, I'm here as a vehicle to enable them to reach their full potential. Not only with their English and Maths, which is important, but it's not, it's not the be all and end all, and I think we focus too much on that in school. It's how we deal with relationships, how we deal with other people" (20:392-9). Tina's approach was to teach life-skills "if you've taught a child something new, brilliant. If you've helped them understand something, regardless of what it is, brilliant, and if they're sort of getting it, and they're a bit wobbly that's also brilliant, but it's not just academic, it's all the stuff that's not academic as well" (3:720-4).

Nesta saw tensions between being "responsible to teach academic as well as how to be a good person and how to be a good citizen" (20:718). The dilemma of prioritising time to optimise academic, social and emotional development of children in settings was often referenced; Jack remarked "I can try and help them a bit, but I can't emotionally coach them for their life...we can only do so much" (16:429-32). Professional responsibilities with increasing demands of the curriculum led to personal and professional compromise "we can only do so much... err... we can't do everything. So, is it my role to make them emotionally

sound? No, I can't say it is, but I do think we need to try and support it" (16:432-435).

Caitlin proposed that staff fall into three categories – “three schools of staff” -, which “reflects the emotional literacy of people in society in general”. One group acknowledge emotions and saw their role as to support holistic child development, including emotional and social skills. These were the practitioners “that naturally are emotional; emotion coaches”. A second group viewed emotions as “the namby-pamby stuff, I'm here for the maths and literacy. I'm here to educate children”. This group were not interested, believing “I didn't need this, and I don't need this, so why do we need to do this type of thing”. Thirdly, there are those in “the middle, [EC] has given them a greater confidence to be able to deal with behaviour situations in the way that they think is going to be beneficial to that child, and I think that middle school of people have benefited” (18:532, 553-4, 533-4-6, 547-8, 538-43).

- *Emotional imagery (in vivo codes)*

The vocabulary used by practitioners to describe emotions suggested perceptions of emotions. The most visceral and graphic references were related to emotions such as anger or fear. Both denotation and connotation conveyed the powerful nature and physicality of emotional experiences (**Appendix 7b**). Kirstie found the dramatic visual display of anger useful to control her own children “I go mad and they are like, ‘oh my god, we're really in trouble now” (19:65) and Cathy described her anger as ‘raging mad, spitting teeth’ (7:240). Those working in early years noted that there were parents whose *modus operandi* was to “rant and rave” (9:526), despite the distress caused to child, practitioner and parents.

Many were concerned with being overwhelmed by emotions, “anger is a communicator stopper” (12:548), with a common desire to be “in control and not immersed by emotional response” (6:270). For Tony, emotional situations could feel like “having been stuck in the mud” (6:70), and, it was acknowledged by

Cathy that, with some children, this was emotionally difficult, “like locked horns” (7:135).

Alice recognised emotions from home life could affect your working life, stating, “I think your emotions affects that, you’ve to be quite a strong person if you can leave all your emotions at the door” (1:485-6).

Emotions were also described as painful and frightening; Nancy admitted “sometimes it is personally very stressful, and, er, and you have to try and not hide your emotions, but I mean I’ve come away from some situations like a jelly, so hopefully it[EC] would have the same effect on you as it does on the children, being able to calm everything down and talk things through” (4:392-99), whilst Fiona admired children who were “brave enough to face up to their feelings” (8:183). These practitioners often saw emotional incidents as ‘conflict management moments’ rather than teaching opportunities. Children were “full of emotions” (7:96), and often their behaviours inappropriate as a result of “letting off an emotion of some sort” (15:90). Analogies from war and battle emphasised emotions’ combativeness-effect, for example, “going in guns blazing” (6:63) or describing EC as “another sort ... of ammunition in the armoury” (2:994). Language also suggested emotions were trivial, referred to as “wish washy” (8:29), “woolly” (13:165) and “lovely floaty feeling things” (14:61). They were described as embarrassing, and to be ignored for fear of “appearing rude, inappropriate or patronising” (8:344). Indeed, one practitioner believed that, for some parents, even mentioning their feelings and emotions would be ‘like red rag to a bull’ (14:495).

3.3 Positioning Educational Communities

"I think the pressures on children these days are just tenfold to what I had when I was growing up" (21:87-9)

- Home and school divides

Recognised boundaries, between home and settings about the roles, rights and responsibilities for mental health and well-being are historically entrenched in the curriculum and school culture. However, in early-years settings these are not so pronounced, as they have more of a tradition of parental collaboration and contingent support.

Kirstie believed that a child's emotional mental health and wellbeing regulation was the responsibility of parents and families. She was adamant that children's emotions were not her responsibility "no, not really, not with the children anyway ...it's with the parents" (19:243-4). Caitlin, a primary school PSHE co-ordinator, recognised this view in education, "we also have the school of thought where, 'well that's the parents' responsibility' and you know 'that's, we shouldn't be doing that'" (18:577-9). Others were less cognisant of boundaries between home and settings responsibilities, with Fiona suggesting "my role is about trying to get the best out of the young people that you're working with and if [EC] enables you to do that, that's good" (8:832). Not always willingly accepted, there was recognition that children's home life affected their learning, and that settings needed to work with parents. As Jack noted "their parents, their family, their grandparents, their community is a major part of that, we can only do so much... we can't do everything" (16: 430-3). Early years practitioners commonly believed that child development was holistic and their work was to support both home and setting learning as "pretty much everything comes back to parenting" (14:14-15).

Teaching about emotions was sometimes viewed as a necessary reactive response to an unfortunate need as "difficult children come from difficult families" (8:42). Nesta believed teaching included "how we deal with our own emotions and how we can moderate our emotions if they are extreme, and that's my, that's one of my roles as a teacher I think, because quite often I don't think parents do

that, I think parents actually cause a lot of these children's problems" (20:400-4). Fiona also recognised that teaching self-regulation and emotional awareness "is part of my job, that's because not all homes always do it and this is unfortunate" (8:189). Caitlin accepted that emotional regulation "should be done at home, but if it's not being done at home you're then letting that child down if you then don't then do it at school" (18:582-4). Naomi reckoned that "some children are not well looked after emotionally... and have to help them manage it... it's another thing we have to manage" (17:745, 749, 753). This belief was informed by personal experience and research, as Naomi stated, "now, you know there's a much more of an awareness that these things impact on children and hence on their ability to learn" (17:76-78).

Children's need for trusting relationships was seen as fundamental to wellbeing, "the basic need is to have, the child needs someone to trust, the child should have a parent that it loves, but if they don't have that, they should have trust and feel safe in the school environment, so they can test things out. And that's what I'm here for" (20:409-14). However, practitioners expressed concern about this growing need, and awareness of professional limitations. Naomi acknowledged that some children have "really, really, really big stuff going on outside of school, and where we may need to think, you know to be aware of that and monitoring it, so that we're putting other options in hand to sort of not create a dependence or whatever" (17:854-8). The traditional boundaries between teaching and learning in homes and settings were considered to be more blurred, which concerned Caitlin "children are struggling on their own and, and it also means that parents are struggling as well with things – that society hasn't maybe got it quite right" (18:489-92).

- *Educational agendas*

As expected from interviewing educational practitioners, children's development was considered fundamental, and essential to their focus. A common goal was to help children develop holistic skills and capacity. As Lorraine noted, "our biggest function has got to be enabling children to function in the outside world" (2:215). In early years the educational curriculum was seen to be more aware of

promoting formal and informal emotional and social learning, with a goal to be “helping parents understand why they feel the way they do, getting them to problem solve and move on, and if we can we’ve got hope that actually they’ll use those same skills when they’re out there and they’re not with us” (12:199). However, Toya believed practice needed to be consistent “that’s what parents need to continually see, they need those continual role-modelling opportunities and then it will filter at home” (9:318-21)

Primary and secondary education historically paid less attention to the emotional side of child development. This academic-focussed curriculum suggested that emotions were not relevant to learning and “outside school issues” (17:75). Cathy believed that primary and secondary settings had traditionally adopted the stance of “sticking emotions in a box for the councillors to deal with” (7:25). Lucy commented “well, for decades the British are always seen as stiff upper lip” (10:633-4). Naomi remembered that the previous headteacher was adamant that the emotional development of children was “nothing to do with me, we don’t want to have to deal with this” (17:1048). Although she trained in the late 1990’s, no advice was given about “aspects of taking in the emotional needs of children, or the impact of family” (17:1024). Kirstie reckoned emotional issues should be dealt with by specialist practitioners “if there was a situation, say behavioural or disciplinary, it’s not my place to sort it out, I would refer it to PSHE Coordinator” (19:245-7).

The National Curriculum (NC) brought standardisation to the school learning content. However, it reinforced the separation of the cognitive and the emotional by not allocating statutory status to the curriculum dedicated to the development of self and community; Personal, Social, Health and Economic Education (PSHE). Many shared Nesta’s view on the overemphasis on the 3 Rs, “it’s not the be all and end all, and I think we focus too much on that in school” (20:396-8). Caitlin, tasked with promoting PSHE within her primary school, worried that, although children need social and emotional skills to survive, these were not necessarily valued by OFSTED, “you can look at that child and I can think ‘well yeah, they might not be the best, they might not be where OFSTED wants them to be, but they’re going to be OK in their life” (18:400-3). She noted a shortage of

time and the perceived pressure of OFSTED ratings as generating a more dismissive attitude to emotional education, “it’s another thing that we’re being told to do, it’s another thing I don’t have time for” (18:544-6). Many practitioners felt short of time, “juggling all sort of things in and out of work” (17:437).

This perception of ever-growing expectation led Jack to exclaim “we can’t do everything!” (16:432). Jack viewed the NC as the principal focus for his practice, “primarily it’s also my job to teach [the children] to read, to write, to be able to add up and take away” (16:704-5). Others were uncomfortable about addressing emotions, believing that teaching about them, was not in their professional remit. Cathy admitted having previously been “scared to show or deal with emotions as my primary role is thinking about learning” (7:22). Tina recognised this dilemma for staff responsible for the NC agenda, “teachers have to do curriculum and cannot stop, TA’s can take time” (3:15-16).

However, there was a general consensus that emotional and social development could not be separated from the academic and had to be addressed in the finite time of the setting’s day. Many shared the view of Lorraine “how they’re feeling has a huge impact on their learning, and we must not neglect that emotion” (2:169-70). Jack acknowledged “I have a responsibility to make sure that they’re well in my classroom, that they feel emotionally safe within my classroom, that this is a safe environment...that’s a whole other side of the teaching, making him want to stay here, and making him want to be in this environment... it’s the holistic thing” (16:421-4, 561).

For Nesta emotions were an important aspect of learning and teaching; children needed to be “taught about emotions, particularly to support them in adulthood” (20: 809). Caitlin agreed, and saw the role of education as empowering children to allow “them to access education, and life in general, at society-accepted level” (18: 388). Tony commented “it’s very important to acknowledge everyone as an individual...[but] unfortunately, within school, we think, yes it’s all about education” (6:254-5, 258-9). Lorraine concurred “if you’re not careful; you lose sight of the child being the all-important part and that’s what we’re here, at school,

school is here for children and to support them and to encourage their learning” (2: 177-9).

- *Emotions and behaviours*

Behavioural management was largely informed by experience and professional training, with Cathy noting “teaching needs to be always changing because different students, different sets of requirements and different skills are needed” (7:888). It is no longer a debate about “discipline versus emotion” (19:683), with Naomi claiming that in her setting “the emotionally literacy approach ... informs the whole culture of the school” (17:25-6). This meant that “you might have a child who’s coming in with a difficult issue or whatever, but you have still got to teach them... my legal duty of care is about what’s best for the children” (17:64-5, 927). Nancy recognised emotions as integral to behaviours “I mean I knew that they, when you try and bury things it can make you ill, but I just didn’t realise how connected they were to your physiology and your neurology and everything” (4:416-9).

Children spend a significant part of their day in settings, which were often described as “rule driven” (7:376). Emotions and behaviour linked to unacceptable or ineffectual conduct, whether displayed by children or adults, needed to be addressed. Kirstie, stated simply “if people misbehave you have consequences” (19:303). Tony, a secondary school practitioner admitted that, pre-training, his practice was guided by the belief that the best way to deal with students that were “messing around in lessons” was simply “through punishment” (6:80). Nancy suggested that in the setting “behaviours gets in the way of looking at the emotion” (4:73).

Some practitioners suggested that not all children were driven by genuine emotional need, but more a desire for attention. Particular children were believed to manipulate emotions to gain “all that lovely attention and conversation” (17:807), giving them additional but unwarranted and unfair attention. Children, perceived as manipulative and emotionally demanding, were also imbued with dishonesty, “she played it out with me” (19:411), and “they’re pulling a fast one”

(19:428). This behaviour was believed to be inappropriate, “in the context of school that’s not necessarily the right, the place to do it” (17:810-11). For Naomi, recognising all emotional behaviours was a challenge for adults “that can be quite difficult for practitioners at any levels in feeling, actually there’s those children being good over there, and yet again I am talking to this naughty boy in the playground” (17:200-203). Caitlin accepted that this could be an issue for some staff as she has been asked as PSHE coordinator “are we pandering to children’s like, are we making, are we pandering to it, and actually if we just let them get on with it, would they become self-resilient” (18:477-80).

Nesta had a different approach, viewing emotional behaviours and incidents as teaching moments; “some children don’t want to talk about the way they feel because it’s too scary probably” (20:613-4), but “they’re children, they don’t understand how to deal with that, that’s what this [behaviour] is all about” (20:809-11). She suggested, “I just think they need to see that I, you know they can trust me, that I am not going to judge them and that they will, um, if they just listen, that actually they might be able to start to use some of what I’m giving them, but I mean obviously it’s voluntary isn’t it” (20:622-7). Ruth, an early-years practitioner, agreed it was possible to “challenge aggressive behaviour in a non-aggressive way and offer an alternative through role modelling” (12:575). Chloe reckoned the longer-term benefits for the child and practitioner were tangible, the “bonuses of spending just that little bit longer to get to the bottom of the problem, helps when they go back into class” (21:247-9).

Some practitioners commented on the reciprocity and recursivity in emotional incidents, Tony noted “what you give is what you get” (6:765). Alice believed that practitioners’ “emotions have an impact on [children’s] work” (1:317-8). Cathy felt that, in being empathetic with children, she had a better understanding of her contribution to emotional situations “you come face to face with a child who’s full of emotion and the minute you do empathy it’s like you come round from this side of the table to their side of the table ... because actually you look at the world, not really with their eyes, but from their viewpoint, and you kind of perhaps see the way I’m acting and the impact that that is having” (7:95-102).

However, trying to understand emotional behaviours was time-consuming, as Jack noted “getting to the bottom of that you’re just unpeeling, it’s like an onion,” (16:354-6). The complexity of emotions and behaviours was frequently referenced through language choice, such as ‘unpicking’ or ‘peeling away layers’. Nesta explained to one child, who was often in trouble “you’re such a lovely little boy, but you know what? I don’t like your behaviour, but you are lovely – and we would have to unpick those two things” (20:297-300). Jane described that, even with EC, managing emotional incidents “is still not a quick fix... a lot of unpicking and stuff” (14:167-8). Managing emotional behaviours was considered challenging, as Fiona claimed, “children have much anger and frustration and teachers run out of ways to deal with it” (8:44). The adverse effect on practitioners’ morale from confrontations concerned Lorraine “I won’t say frustration, it’s not... it’s feeling inadequate....and for me that’s very distressing and it made, makes me feel very inadequate not to be able to support a child” (2:450, 54-7).

3.4 Emotional Journeying

“if you take emotions out of the school, everyone falls to the floor don’t they because they just, you know, you’re driven by some sort of emotion all the time” (7:788-91)

Practitioners’ emotional identities contributed to their level of engagement with the EC premise and training programme. For those who were more disapproving of emotions, the premise ‘emotions matter to learning’ was more challenging, whilst those more acknowledging of emotions were more receptive. For those who were more unknowing of emotions, but accepting of professional development, the EC training was viewed as an opportunity to learn. Attitudes to continuing professional development (CPD) contributed to practitioner’s engagement, for example, whether they chose to attend or were obliged and expectations of training commitments.

Training as a whole setting was seen as the more effective way to promote consistency of practice, and all practitioners enjoyed the opportunity to reflect on practice with colleagues. However, because the networks were spread out over four months, the opportunities for all staff to attend proved logistically difficult in some settings. The inability to attend affected the training experience and EC implementation in practice.

- The EC Premise

‘Emotionally acknowledging’ practitioners came to the training attuned to the EC premise that ‘emotions matter to learning’. Naomi valued the training, because “not acknowledging emotions can lead to situations deteriorating” (17:545). Some practitioners already had a modicum of psychological knowledge on emotional physiology, and the training refreshed their approach. Jack described himself as emotionally attached, claiming “getting an emotional response from that child. And then acting upon it. I do feel that that’s always been an important part of my teaching” (16:38-41). David, a trainee teacher, declared “from what I can tell through, you know what I’ve studied and what I’ve experienced, wellbeing and emotional intelligence should come before academic progress, because I think it

sets the foundations upon which you build an academic understanding” (5:809-13). Cathy, believed that the EC premise gave her the confidence to say, “it is OK to talk about emotions, and actually it doesn’t mean that emotions are going to explode and it can be dealt with fairly quickly” (7:27-30). Having the opportunity to reflect on research that informs the EC premise helped Toya, an early years practitioner, highlight the importance of emotions in practice; it gave her “permission to understand emotions more” (9:713). Lorraine agreed, noting “we all know [emotions] play an important part in children’s learning, but actually to give them validity adds an extra dimension to it for me” (2:16-18). She emphasised the importance of being aware of children’s emotions: “how they’re feeling has a huge impact on their learning and we must not neglect that emotion” (2:168-9).

Practitioners, particularly those with managerial responsibilities, acknowledged that practitioners’ acceptance of the EC premise varied, “one of the key things of this as well, is that things that, um, seem so obvious to me... they are brain surgery to other people” (7:584-6). Some practitioners, whilst accepting the EC premise, seemed to also hold contradictory beliefs, for example, Jack suggested that emotional control and cognitive ability may not be related “I think it’s fundamentally a part of education, of the education that we should deliver, do I think it’s connected to cognitive ability? No” (16: 401-3). Kirstie stated that her approach and attitudes to emotions were at the “other end of the scale” to EC (19:72). She believed that misbehaviour needed consequences to deter recurrence: “that’s how I understand discipline should be, so I find it really difficult, and I still do now, even at the end of the course, to get my head round the whole trying to understand why you do it” (19:53-7).

- EC Training experience

As the practitioners volunteered to be interviewed and had been part of the training groups and networks I facilitated, this suggests a link to pre-existing connections between myself and the participants. One practitioner commented that the training experience was particularly positive because of the consistency of the training team. Chloe believed “I think it’s been hugely important that you

have been able to come in and do the follow ups...because it's nice doing something like that, but very often you never see the people that give you the training again, you know, and there's maybe this element of trusting that it's worked" (21:1038-47).

The scientific content of the course was often referenced as powerful evidence of the credibility of EC. It refreshed knowledge, explained behaviours that had previously puzzled or simply extended understanding or offered new understanding. Lorraine said, "I really enjoyed the first bit when we were talking about the physiology and so forth, but that just sort of ticked my boxes" (2:305-7). Participating in the training made her feel professionally updated "it was great that this is now moving my own personal learning on" (2:200-1). For Jack, the training re-awakened knowledge, "in my mind it had been locked away, that I really had given no thought to at all in terms of teaching" (16:111-3). Although the neuroscientific knowledge was new to Chloe, she said, "I think all the explanation about how the whole brain and this fight and flight thing was quite illuminating for me" (21:236-8). Jane agreed, recognising that this knowledge supported and extended her understanding, "the actual physiology bits that you talked about that was all completely new to me, but when we were talking about the emotions and that being linked to behaviours, I had come across that before" (14:136-9). She felt the scientific content of the training gave EC credibility, "it's a proper fact-based thing" rather than "lovely floaty feeling things" (14:60-1). For Mary, who worked in early years, "it's definitely the science behind it" that gave EC its credibility (11:258). Ruth, felt that the scientific explanations gave her practice more credibility by endorsing her beliefs about managing emotions: "it gave me the science especially behind it, gave me that, that is valuable" ... "it proves something doesn't it" (12:41 and 116).

Those who were already practising EC and emotionally acknowledging, the training affirmed, offered the opportunity to reflect and a gave a sense of professional competence. For Ruth, the training confirmed that "I am doing something that is working" (12:43), and for Lottie it allowed her to "think more about it, it just reminds you, or reminds you actually, yes, you are doing it" (15:163-5). Jane recognised that because EC focussed on everyday caring

practice, parents were more likely to trial it, whilst also feeling empowered about their current parenting “when we’re talking about parenting techniques, they say, ‘I can’t do that that’s far too much effort’, or it’s far too hard to make them, you know, set boundaries and whatever” (14:574-6). Whereas with EC she felt “well actually you’re doing it anyway, so it’s not, it’s not a huge leap for you’, it’s a bit of a, ‘uhh ok then” (577-8). Additionally, “it’s not going to cost you a lot of money to go and have to buy a load of stuff, or remember to get your stickers for your child, whatever it is, it’s, you can just, you don’t have to have a special place,” (583-6). David believed that the training had “given a label to something I already knew... it just made sense, it just fell into place, it did, it really did” (5:214-6), whilst Caitlin noted “I think that was already embedded into practice, but it’s that naming that first feeling that you now become very aware of doing” (1:110-12). The use of role-play and video clips of case scenarios was thought to make the training contextually relevant. It was an important tool demonstrating in a non-confrontational way to those less aligned with EC, how adult interactions with certain children may be making situations worse. Fiona found actually role-playing the scenarios powerful: “Tony was doing one where he wasn’t Emotion Coaching, but it’s just, it is so easy to just go, ‘yeah, screw you I’m off’ and be really stropky and walk out... And then when we did the second one, the Emotion Coaching way, actually you know, you find that you can’t answer in that way, you have to come up with a different set of responses, so the way it closes confrontation down, I think, and that was, I hope that’s what came across to staff” (8:240-9). Tony noted that, when cascading training to other members of staff that “role-play helped people see EC in action and gave them the confidence that they could do it” (6:170-5).

Opportunities to reflect through discussion with fellow practitioners was seen as a positive aspect of the training. Mary liked that the training allowed “reflection and opportunity to talk together and learn from one another with no blame” (11:547). Hitherto, reflective opportunities were considered to be increasingly rare, but Naomi believed the training “provided the opportunity for people to think about things and to actually have the time to think” (17:87-9). Lorraine agreed: “I really found talking how you could use these things and moving the model on was really useful,” (2:308-9), and noted “in this job there is so much crowding in

all the time, and you know you can be pulled this way and that way, but actually its sort of reminded me that the core importance is the child” (2:166-169). For some, the opportunity to reflect gave the impetus to reconsider their views of emotions; Diana now believed that if practitioners wanted to effectively support others’ emotional regulation, they first needed to consider their own: “the best approach to do that, to get your own emotions in check first, before then dealing with the behaviour of others, so that’s kind of a different spin on it” (13:130-2).

For many the training was an opportunity to adapt current practice. For Tina, “I am personally more aware, I have tweaked how I deal with things” (3:13-4). Lorraine realised that emotions could be used more positively, and the training helped her to “focus on how we use the emotion to its benefit, not to our detriment” (2:497-8). Having the time to think about practice allowed Lottie to “realise role-modelling [EC], all the time, is really important” (15:419). Acknowledging that emotions are real “whether I like it or not, whether I understand it or not” (7:496-7) both challenged Cathy’s emotional identity and led to her adapting her practice focus.

All practitioners commented about being time-poor, so giving time to certain children needed legitimisation. Practitioners found the neuroscience on the physiology of emotions offered justification for time spent working with children who had emotional problems. Naomi explained “if you can actually, you know, in a sense, sort of give it a, um, a sort of casing of science and awareness, and sort of I think you know there are reasons for this I’ve got to hold onto those, you know, I think that’s quite helpful” (17:203-7). Ruth stated, “I already knew that I was doing it, but it actually gave me the science especially behind it, gave me that – that is valuable” (12:40-2). Mary felt “looking at the physiology of it, that was the really interesting thing for me, the fact that actually you could back it up and say, you know, yes it affects your vagal nerve, yes it, being able to look at it scientifically... has been really useful” (11:75-81). The EC training programme three-step relational approach to behavioural management was recognised as novel: “the whole process of putting it all together and saying, yes, I can now see the cycle, of it, um, was new” (14:139-41). The training provided Tina with “a bag of tools, so this EC is about tools” (3:397) whilst Chloe, an experienced TA, was

surprised that EC worked so well: “I was made to eat my words, wholly and truly. It’s been fantastic” (21:42-3).

Settings were encouraged, wherever possible, to adopt a WSA to training. Those that did, felt it helped to improve practice uptake and embed EC. Diana believed that “because they’ve been on the training it didn’t sound woolly to them, it made sense” (13:164-5), and Naomi thought that it offered “in a sense that they have permission from us to recognise it” (17:67-8). For Lottie, a play worker, being part of the whole setting training affirmed her value as a team member “you’ve had some extra, and when we did the courses and the network meeting and everything you’ve had that extra bit of advice” (15:185-6). As a result of the shared training, Tina noted “well, you’re all on the same page, aren’t you? It’s consistent, it’s consistent with helping, it’s consistent with discipline, it’s consistent with rewards, it’s consistent with, you know, how the child’s feeling, and then if you, it goes back to happy child, happy learning, doesn’t it really” (3:447-52). She also commented that the facilities offered during training had contributed to her experience, “we all went on a course, all together, which is actually quite nice, and food involved, which was even better (3:378-9).

Some practitioners, particularly those less familiar with academic training, found the neuroscience interesting, but difficult to remember. Lottie said, “I took it in at the time but I couldn’t tell someone afterwards, but I understood what you were talking about, and so all of that just makes you think, yeah it does make you think...wow, that’s why it happens” (15:196-9). Toya was concerned about cascading the training to parents, “I mean in a way the sort of three stepped approach is quite simple, um, and I questioned the need for all the information from the physiological point of view from, perhaps from, some of the parents there...but actually for me, and I wouldn’t want to dismiss it for parents either, but for me, the physiological bit was quite key because it kind of made sense of why we needed to do this in a way, it was the mechanics, um, and that it isn’t going to work unless you really understand, you know a bit about the mechanics of it all, um” (9:273-83).

Naomi, in her managerial role, recognised that for those practitioners who were less comfortable with emotions, and more focussed on the academic curriculum, the training could be challenging. She noted the “EC training will have challenged some of those in the school, but not me” (17:57-8). Cathy concurred: “you know, some staff will do it, some staff just won’t” (7:216). As a self-labelled disciplinarian and dismitter of emotions, after whole setting training, Kirstie felt “I see how it can work but I still just struggle with the whole lot of it” (19:83-4). However, she also saw a benefit “everybody has had the same opportunity to take it on board, but like you say they can, they do with it what they wish” (19:549-51). Tina agreed, suggesting that whole setting training did not mean everyone using EC in the same way, “because, even if everyone in the school uses it, they use it to different degrees depending on what’s going on and the child” (3:437-8). Caitlin also believed that there would be variation in EC use, but a WSA was appropriate and helpful “for those people right at the other end of the spectrum, it is then, like making those discussions come up, you know about, so maybe it is making them think more about it as well” (18:587-90).

For a few, the EC training raised levels of dissatisfaction for example, after training one practitioner felt “more aware of my emotional weaknesses”; however, he also believed he was “better at calming myself down or trying to make sure that it doesn’t escalate too far” (5:583-4, 588-9). From one setting, some practitioners, although aware of the EC training day, “it was a school policy so we all went along” (16:624), were unprepared for also being MRP 0-19 research participants and somewhat surprised at the ongoing network commitment.

- *EC network experience*

The networks, although led by trainers, were designed to be driven by peer-agendas and were held, whenever possible, at the setting so practitioners could come together to discuss EC practice. In these meetings experiences and ideas were shared, generating peer-participatory learning on personal and collective EC use and adaptations. This helped to improve practice consistency and embed it into setting culture.

Networks were considered useful for practice reflection and development. “The networks were really useful actually, just to make you go, whoa, stop, think back again, and just pulling it back into your everyday time really” (2:303-4). During the networks, Fiona realised her own contribution to emotional situations. Reflecting on this led her to understand that communication was bi-directional and contingent, “you suddenly think that some really difficult situations have been caused by me not using EC, and by me being tired and grumpy” (8:216-8). Lottie believed “when you talk to each other and hear other people, how other people have dealt with different things, which is, yeah it makes you think ‘oh that situation happened with us, and I didn’t do that’ and ‘oh I’ve done those situations’, or ‘that hasn’t happened to me, but now I know that if it does happen to me...’” (15:218-223). Lorraine echoed this, stating “to have that time as a professional to talk about a professional matter is really important” (2:1382-3), and Fiona appreciated being able to reflect “because you don’t often have time to sit and reflect actually how you’re doing things” (8:212). Cathy thought they were the most important part, “it was the network meetings, where we all sat down and reflected and kind of went, ‘ah yeah, I did it then’, and actually, I think if we hadn’t had those network meetings, we might have not been where we are now” (7:186-9).

For Tina, the networks “was helpful, I must admit I was a bit on the wall, and now I’m not quite on the wall, I’m sort of more positive than not positive” (3:72-4). As a manager, Toya found them invaluable to monitor EC in the setting, it was “quite useful to kind of hear others and hear parents, hear from parents” (9:272-3). The opportunity to share professional practice was appreciated, as Lottie noted “there’s so much time when you’re not allowed to do that, you just don’t get the chance to have that time (*pause*) people really don’t give chat-time” (15:225-8).

However, the time commitment and resources to hold the networks caused logistical difficulties. Cathy felt that, although essential, the network meetings were “always quite stressful, because to make that time seems like a real investment” (7:184-5). Naomi also “felt it was useful to have [networks], but possibly not for quite so long, you know, to be more focussed about it” (17:439-41). She saw them as “sort of regular checking in to sort of say ‘we did this and it worked’” (17:331-2) and “just reiterating things we’ve been thinking about quite

a lot" (17:324). This particular setting marginalised the networks by incorporating them into regular business and practice meetings. Therefore, not all practitioners were able to attend, and those who did, were often distracted by the pending business agenda. Networks were deemed unnecessary "because that's what we do in a staff meeting, every staff meeting we will share we have always discussed children" (16:216-17). Jack noted "I found it interesting, err, on occasion, err, listening to different people's difficulties, did I find it helpful? No, because I think the structure that I had in place for me works" (16:231-4), and Naomi believed the networks were "less helpful because we had that as a culture here already, in a way" (17:321).

Some adopted a WSA to attendance of the one-day EC training event, but restricted network attendance. This seemed to be related to staff-cover issues, practitioner commitments, timetable restrictions and management choice. There was a belief that those that attended networks would be able to cascade the information to others. Alice, a TA, felt aggrieved that she had not been allowed to attend, "I mean I wasn't really involved in the networks" (1:341) ... "when you went on the day it was quite inspiring to, it makes you, you know really want to do that, but because we didn't have ongoing training....it goes by the wayside a little bit more..." (1:360-5). She felt that because only "the teachers went to [networks]" this had compromised the Tas' efforts to engage and embed EC into practice (1:374). She believed everyone needed continuing support because "if it had been a constant once a month or once every six weeks it would have jogged your memory and you would have continued with it perhaps a bit more" (1:365-8). A lack of consistent attendance was regretted by Jane, "it's a shame they were poorly attended as I liked hearing how others were using it, and it was a missed opportunity for partnership working" (14:198-2001)

3.5 Building Emotional Toolkits

“Emotions are those natural and instinctual reactions of being human, and in that sense, I’ve come to realise that they are just a fact of life, and it’s what happens with them and so the fallout from those emotions, and that’s something that you can manipulate and change and work” (5:161-6)

On completing the training day, practitioners were encouraged to adapt EC to suit their needs and those of their setting. Some radically changed their practice, others just “tweaked”; however, all noticed an increase in awareness of emotions informing behaviours in themselves, children, staff and parents. The EC three-step approach helped practitioners be calmer and focus on dealing with emotional behaviours. The first step – being aware of the emotions in others and self, empathising and labelling emotions – was seen as crucial, and felt by most practitioners to have been missing from their practice.

In using EC many practitioners reported increased empathy with those experiencing emotional distress. They recognised the need to practice “doing EC” to develop competency. Many were aware of initial awkwardness in labelling emotions, and the difficulties of changing established practice, both personally and collectively. For those already aligned to EC, practice confidence increased quickly with some acting as mentors for those using it for the first time. Practitioners new to EC were more cautious, and initially used it only when their usual practice failed. If EC resulted in a more positive outcome this encouraged further use. Through repeated use EC became easier so practitioners used it more frequently, and, with growing confidence adapted it for situations other than emotional confrontations.

- Adopting and adapting EC into practice

With EC, practitioners noted greater acknowledgement and awareness of emotions. Naomi believed it assisted her in reassessing children’s behaviours “I think it did enable me to think very carefully about why he was doing this, and where he was coming from, and that helped us address it” (17:407-9).

Recognising the physiological component of emotions increased practitioner's commitment to spending time calming children, "you know you're more likely to be able to apply anything effectively, if you understand why you're doing it" (17:182-4). Fiona concurred, "so I think you've got to be really careful and kind of, really pick up on their body language and what they are saying to you about the incident to make sure that you are being accurate in your assessment of how they're feeling" (8:422-5). She had realised that "kids that are frustrated take longer to calm down, particularly if they feel something is unfair" (8:447), and Toya recognised that "there is absolutely no point trying to even try to problem solve with anybody whilst their anxiety or emotions is up high" (9:223).

Practitioners that were 'emotionally aware' found that the training made them reassess associations between emotions and behaviour, often leading to an increased awareness of other people's emotions as well as their own. Tony noted "rather than being agitated or distressed about a certain situation you'd take a step back and you realise and think about what state the other person's in, and why they're acting like this" (6:59-63). Diana recognised that, although she had been conscious of the links between emotions and behaviour, the training challenged her to apply this to staff emotions, "so that's what came out of it for me, was about, it's not just children actually, it's about everybody... Yes, it was a bit of a lightbulb actually" (13:90-1, 93). For others, seeing the positive effects of acknowledging emotions was transformational to their practice; Chloe exclaimed "all that gobbledegook I thought [Caitlin] was spouting, actually bears huge differences to the children – it does truly, it really does. I could get on my soapbox" (21:607-10).

Increased tolerance to a wider range of emotions was noted. Cathy believed that her understanding and acceptance of all emotions had improved. Previously she was dismissive but now realised "there are certain emotions I think I've thought more about" (7:498), particularly fear, "whether I like it or not, whether I understand it or not (7:496) ... "I don't think I understood fear as much as I do now. And that was a biggie" (7:501-2). By labelling emotions and encouraging children to understand them, practitioners believed they were supporting the development of self-regulation skills. Caitlin accepted that "it's OK to feel that

way' and, um, and a lot of the feelings – like the anger and the sadness are, have always been, portrayed as negative feelings when actually that's a feeling and they can't do anything about it, so it's not the feeling that they're doing that's wrong, it's then, and it gives that child more control if you explain" (18:121-7).

Many practitioners commented on their use of EC with children in distressed emotional states. Lorraine believed that EC "works better when it's, I hesitate to say negative emotions, but an emotion that's causing the most stress and anxiety" (2:768-9). EC offered an alternative perspective by putting "a different spin on it" (13:132), as Tony noted, "if you've got angry students, you can quash the anger quite quickly with it" (6:439-40). Kirstie thought that EC should be used selectively, and not appropriate when a child misbehaved. These children needed "a good telling off" (19:106). She believed EC was appropriate when "they're not doing anything wrong necessarily by being sad, I think it works in that situation, but if it's just anger, hitting, whatever it, something that really just is wrong, people know what's right and wrong" (19:364-8). Cathy highlighted that EC endorsed positive emotions, equally important "as some children don't feel positive very often" (7:743). EC was also for "building up the positive and hopefully the negative will go down as a result of that as well." (7: 735-7).

Although often assumed, practitioners began to overtly reflect on empathy, whether they had it and how it should be expressed. Many believed that, as a result of EC, they showed increased empathy. Cathy felt the training helped her to focus on empathy in her exchanges with children "we all assume that we do the empathy when we don't, you know. And, by putting those steps in place it's kind of that little checklist, have I empathised, how did I empathise, what were the words I said that showed empathy, or did I just skip straight to limit-setting, you know, and so I think that first step of showing empathy has, that's been the big change" (7:75-82). She believed that "because actually you look at the world, not really with their eyes, but from their viewpoint, and you kind of perhaps see the way I'm acting and the impact that that is having" (7:100-102). Tony suggested that empathy meant "you're more approachable to others and you do approach others" (6:427-8). Jack thought he now engaged differently in emotional situations "when I'm asking a child a question, I think it's just much more directed,

and then when I'm looking at my response I'm always telling them, 'I would feel like that, I can understand how you feel'" (16:194-7).

Empathy allowed practitioners to be aware of their emotional contribution, how "your response may appear to the child and the impact it has on the situation" (7:99). As Ruth identified "I think sometimes acknowledging an emotion opens the door because often they're very closed" (12:432-3). Fiona saw positive effects on parental communications of children she taught; I "just let him rant for a while and then, just a very simple, 'I completely understand where you're coming from'...and that kind of phrasing and you can hear him deflate" (8:276-8). EC supported staff to be more consistent in their approach, so "empathising and the understanding that, um, that the behaviour isn't just the behaviour" (18:750-1). Chloe believed, through consistency of approach, children learnt that "you're somebody that is prepared to listen that they can rely on and that makes a big difference" (21:95-7).

Practitioners noted that the quality of relationships had become more of a priority to create effective learning environments. Naomi felt that staff were increasingly aware of the links between child mental health and academic development, so prioritised supportive relationships with children. There was "much more of an awareness that these things impact on children and hence on their ability to learn, so it is our business, we do have to think about how to address it" (17:77-80). EC improved relationships with children, particularly with the more challenging "you know, we can have a laugh, we can have a joke, and I can generally get her to do what she's meant to do" (7:138-9). Fiona felt, as a result of EC, "there's been a real sense of security and trust, I think that's been built between us" (8:77-8). Her focus was now more the child not the behaviour, so "whatever they say they're going to be listened to, and I think that completely changes the relationship we can have with the kids" (8:146-8). For Fiona, this had "really enabled me to connect with them in a way that it hasn't, I haven't quite done before" (8:479-80).

Tony found that using EC helped develop more respectful relationships with children, which was "fantastic, there's so much respect for – and to me and I'd

like to think to other staff. They're more adult about things and they can reason as well" (6:87-90). The majority of practitioners believed that EC was effective in recognising and managing emotions. There was also acknowledgement in the early years that EC supported building safer and more secure relationships with adults as well "we're all the same, I think as you grow up you don't just suddenly change" (12:414-5).

EC gave a structure to manage emotional moments, which had been seen as maelstroms. Cathy now believed "actually it is OK to talk about emotions, and actually it doesn't mean that emotions are going to explode, and it can be dealt with fairly quickly" (7:27-30). Previously, Chloe had found emotional moments confusing: "a mixture of trying to get their emotions under control, if you like, and knowing what's the root of the problem" (21:421-3). Having the EC three steps "makes you remember" (18:337), and guided engagement. The steps had initially felt awkward, particularly for those who had been unaware or disapproving of emotions; it was "a bit clunky and a bit odd" (7:825). Alice commented on the difficulties of "having to remember to do it that way, instead of perhaps how you would normally" (1:176), and Ruth found "you start overthinking it don't you and over analysing, but I've gone back to, you know, just doing it now" (12:181-3).

Using EC, Cathy felt more confident with emotions, "it's not as scary as we used to think" (7:63) ... "I think it's those steps, you know, that, um, I think we all assume that we do the empathy when we don't, you know. And actually, by putting those steps in place it's kind of that little checklist" (7:75-8). Naomi stressed "I think it's really, really helpful for that, it's really, really helpful (17:788-9) ... and it's acknowledging what's going on for them, but also giving a way, a strategy to deal with it (17:798-800). The scripts gave her a structure to deal with emotional moments and she felt more in control, "I'm going to go through it like this, was quite helpful and I have seen and talked to others, you know, particularly dinner ladies and teaching assistants who have also found that helpful" (17:162-5).

The first EC step was considered essential "that first stage is crucial, and you know, just acknowledging where people are at I think is just the, yeah, it's the

starting point. You can't do anything, you can't move on, unless you know you're peeling somebody off the ceiling or whether you're, you know, pulling them up off the floor, you know, it's the stepping, it's that first point, yeah" (9:21). Fiona thought she already labelled emotions "people really believe that they do that, but they don't use those, I didn't use those words, I always said, all right 'so you're really angry and' – that isn't the same thing as going, 'do you know what, I can see that you are raging and I get that'. 'I get that', it's not the same" (8:745-9). Understanding non-verbal communication helped to identify emotions "it's really important to learn to read and interpret the emotions the child is feeling by looking at the body language" (8:423). Nesta noted now "I will stop and I will actually look and I will, not that I didn't do before, but I would look, I look now" (20:110-12). Through practise, EC made identifying of emotions easier "as teachers to be able to recognise it and to quickly deal with it, and I think this coaching is brilliant for it" (20:695-7).

Practitioners who were 'acknowledging of emotions' mostly changed their approach by incorporating, emphasising and labelling emotions. Caitlin noted that, although she felt aware of emotions, EC had made her focus on emotional labelling, "I have changed the way that I talk to children, probably by naming that feeling first" (18:106-8). Jane felt that she had changed her emotional vocabulary "I suppose just in the words that I use" (14:63). Toya was aware that she was "much more vocal about emotions, repeating it back, what I am seeing, what others are feeling', I've taken that on board" (9:110-2). She exclaimed "vocalising emotions, to the forefront really, um, yeah, and helping other people see their own emotions. I thought what was quite interesting is – which is a real light bulb moment for me, because it affects me in every single element of my life" (9:208-12).

Practitioner labelling and engagement with emotions gave children a vocabulary to communicate and express their emotions, and to understand that they are integral to everyday living. For Caitlin, EC is "very powerful thing to bring because, if that is drip fed in all the time, it makes them feel OK for being that way" (18:248-9). Seeing emotional moments as teaching moments, practitioners supported children to take greater responsibility for their own emotions. Supporting the

development of children's knowledge and skills increased their sense of empowerment and contributed to their awareness of emotions.

Practitioners felt that by using EC, their practice had become more child-centered. Naomi no longer tried "to straightjacket the children into it" (17:119). Chloe realised that "I'm more prepared to sit and listen than I think I was before. Not that I didn't listen, but I wanted a quick fix then, whereas I don't seem to search for that anymore." (21:259-62). She believed "it's finding ways of getting that child to literally calm down, and the EC does do that, you know, you kind of take the sting out of the tail if you like" (21:798-801).

Tony saw reciprocal benefits from using EC, "it made [the children] realise that adults...you can actually chat with them and you can be rewarded for doing something normal and good, rather than having to show off and do something bad to get recognised" (6:132-5). Fiona agreed, believing that consistent EC practice helped children to trust adults. These experiences could help the development of transferable and sustainable life-skills "because it's enabling them to manage how they're feeling and they know the system that they've been through before, and they know that they'll be treated fairly, and they'll be listened to...it's, above everything, that's a store that they're going to have forever" (8:162-6, 172). Chloe also felt that their practice was more respectful of children's individuality, "I think there's a lot more sensitivity in perhaps how you approach things, and the children are so different, you know what is one problem to one child isn't necessarily the same to the other" (21:589-92). Tony noted that before training he was more empathetic with students similar to himself or that he pitied. Those that were "messing around...I'd probably take a dislike to them...dealing with them is to give them punishment. Since then I have taken a different approach and I take them to one side, have a chat and get to know them a bit more" (6:80-6). This more compassionate practice was described by Nesta "[I] don't do to children, but do with children now" (20:1090).

To maintain EC, practitioners recognised the need for continuing opportunities to practice and discuss it in their setting. Toya recognised change as difficult; "because you slip back, don't you, into old habits really, especially when you get

to a certain age” (9:25). For Fiona, “I think once you’ve got the key kind of phrases and you’ve got the system in your head, I think going out and, even you know, just doing it on a day to day basis and giving it a go, I think that is, that’s the most important thing” (8:199-203) ...because “we learn through trial and error and when we get it right we need to keep those nuggets in our head” (8:789-91). Lucy was adamant that “the more you do it, the more it will sink in, and it will just become natural” (10:460-1). Chloe agreed that repeated, consistent use of EC sustained better emotional regulation, when “we first did it, that we’d made a few little steps of progress, but now we’ve made huge ones, and I think that’s because the whole school is involved in it” (21:1049-52). David, a trainee teacher, was pleased when he used EC with a group of fighting boys; “it was quite empowering seeing it in their faces that the sort of emotional-ness almost sort of drain away suddenly, just sort of calm down...and I think, when I first went in, I felt very vulnerable not knowing, you know, what were they expecting me to say, what’s the school expecting me to say. But the moment I saw the reactions of them, I sort of became more confident with them and realised that ‘OK it’s doing something, it’s doing something’” (5:383-5, 387-92).

Chloe believed that, because of the whole setting training, there was greater appreciation of her contribution to the team; other practitioners commented on her EC practice and she felt more confident, “I’ve had a lot a praise from other members of staff, particularly the teaching staff, who’ve said ‘you’ve been brilliant with so-and-so and so-and-so’” (21:559-62). Lottie felt that whole setting training made her believe she “had some extra, and when we did the courses and the Network meeting and everything you’ve had that extra bit of advice and helping you on your way” (15:185-7). For Nesta, because everyone was trained and using EC, she felt her practice style was now accepted, and setting expectations were more aligned. She felt EC “almost vindicated what I’d been doing, and I just thought, I have been doing the right thing” (20:709-11). When she offered advice to colleagues now, she “no longer [had] to wait for the barrage of ‘oh here she goes’, when we have a situation with a particular child” (20:846-8). This meant “I’m supportive of the other staff, I don’t mock them because they’ve ridiculed me...no, no I don’t take it personally...no....no, I’m very up for sharing my experiences with the staff and sharing my top-tips that work” (20:922-6).

Tina thought it important to encourage practitioners who “were on the fence, they may or may not use it”. She believed “I think if everyone else is doing it, people tend to, it does tend to rub off, doesn’t it?” (3:423-4). In early years, Toya recognised the power of role-modelling to support parental practices, and felt strongly that it was the staff’s responsibility to demonstrate EC, “so in a way you do need to keep reinforcing it in everyday practice I think, you know, you can’t step away from that session and then expect the parents to just kind of, you know, get on with it, I think they take away with it what they can, try to use it’ (9:307-10). Jane agreed, stating what was “really nice with parents is when you can point out that they already do something, that they’re doing, it just, that’s quite... oh, I am quite a good parent” (14:543-5).

The majority of practitioners believed that EC had promoted personal and professional confidence and improved their emotional wellbeing. For Tony, EC was “an extra tool that has given me the confidence to deal with any situation, and the confidence that I can help all, not just a few” (6:101), and for Fiona, “it’s made me feel better about my capability about, of doing a good job” (8:475). A WSA helped with children’s behaviour management and relationships within staffrooms, “it lowers everyone’s stress levels, totally lowers any stress or anxiety in both teachers and students” (6:150). Tony acknowledged that “rather than being agitated and distressed about a certain situation you’d take a step back...as opposed to going in guns blazing and just telling off and not listening” (6:60-1, 63-43).

EC-informed practice led to increased personal and professional satisfaction: “it’s a nice feeling when it works and increases your confidence” (12:275); “EC is quite empowering and rewarding” (9:496). Cathy believed that “as a professional, it makes me feel I’m more effective, but as a person it makes me feel that’s a better relationship...so I love that, I love that feeling” (7:143-5, 48). Ruth’s summary of EC was largely representative of the research sample, “I think it really, it does calm people down, and I think it makes them feel valuable” (12:163-4).

The aim of the MRP 0-19 project was not to dismiss and replace established successful behavioural management strategies, but to supplement them with EC, an alternative relational-based strategy, a point that Fiona felt was important to remember, “I don’t think you can ignore other tools in the arsenal” (8:707).

Practitioners commented that time was always in short supply and this could be an issue with EC, “initially [you] have to spend time and effort going through the three steps to establish a relationship with the child” (8:386). Nevertheless, it was also acknowledged that once the relationship was established, it required less effort and time, “actually, if you put the time in it pays off because it’s faster than everything else” (8:150-5). Through practise, Cathy found “it takes so little time to go through those stages you can do it and it works, why wouldn’t you, you know” (7:875-6).

With increasing confidence, practitioners started to adapt their use of EC to their situations. Alice stated, “I find you haven’t always got time to go through the whole process of EC, but you could, pick out bits” (1:57). However, Step 1, ‘noticing, empathising and labelling’ was considered indispensable and the most important, as Tina noted, “in the moment to calm things down” (3:17). David described Step 1 “purely as a calm down mechanism, you know bringing people down” (5:349-50). Naomi commented, “with some children, actually, we won’t do the whole” (17:335). She always used Step 1 and emphasised Step 2, believing children needed to know explicitly what was expected from them in schools, but she did not always go on to Step 3.

Practitioners in secondary school settings recognised EC complemented Restorative Justice Behavioural Management, which focusses on ‘providing a space for individuals to discover who they are within a nurturing relational community’ (Harold and Corcoran, 2013; Morrison and Vaandering, 2012:151). Fiona commented “we do restorative conversations here, and it works, it fits beautifully into what I think” (8:820-1). Lorraine valued discussing EC adaption with colleagues, as it promoted shared ownership and responsibility, “I really found talking, how you could use these things and moving the model on was really useful, and it is such a successful tool” (2:308-9). She combined EC with established strategies to support a child with a history of behavioural problems.

As a result, they “moved a little way along the continuum – we haven’t done that for 2-3 years...let’s put the flag on the flagpole, it’s brilliant” (2:460-3). For Caitlin, EC was incorporated into her setting’s behaviour management scheme, creating another level of engagement, “it’s changed the PSHE teaching I do as well...we now link the feeling to the thought, to the behaviour to the consequence and go back to where it went wrong and that type of thing” (18:127-32). She created summaries to remind staff to combine EC’s three steps with their traffic-light behaviour policy. The summaries were considered useful, “I’ve already had a person who’s lost their script and asked me for another script, so that’s really good” (18:1178-80). **Appendix 11** is Caitlin’s account of the changes to their behavioural policy, and an example of her EC lanyards.

EC’s flexibility means it can be used with differing audiences. Ruth adapted it for use with adults attending parenting classes. She said, “I do parenting courses so we’ve incorporated this into our parenting courses now and modelled it” (12:88-9) ... “I think that’s the beauty of it, it can kind of be used in any, I think you just do it” (12:711). Mary also found sharing EC with the parents useful, suggesting that “if we gave the parents a toolkit rather than just the professionals, then you know, we’re going to have a better outcome” (11:467-9).

Practitioners adapted EC to engage with colleagues either in an official supervisory role or informally. Diana integrated it into regular staff supervisions, to provide opportunities to constructively express feelings “it’s been helpful to acknowledge areas where it’s been difficult for a member staff...helpful to acknowledge frustrations, being overwhelmed because everybody’s feeling quite overwhelmed at the moment, demands on them are quite high, and that’s across the whole team” (13:43-50). She found EC supported multiagency working when situations became fraught with miscommunication. She believed that she had not recognised shared concerns, which restricted potential provision of combined community services: “I wasn’t giving anything back” (13:361). However, with EC, “by sort of thinking about her feelings that was really effective” and it was “really successful because she now works in the centre on a regular basis” (13:349-50, 364). Some practitioners thought EC was too intrusive or manipulative for use with fellow colleagues. Nesta disagreed, but recognised that some “teachers are

very temperamental, and they're very fragile with their feelings. So, one has to skirt round, and I do employ these techniques on some of my work colleagues because I think, I don't want to upset people, but actually I do want to get my own way here, but one has to be diplomatic" (20:432-7).

Jane's experience with EC at work encouraged her to try a similar approach at home. She and her husband became "a bit more open about our emotions, and show that adults still have feelings, and we're not perfect and explaining all of that" (14:326-8). She was surprised and amused "that's my work-life really helping with my home-life" (14:344-5). Cathy found that EC transferred to home-life and had proven useful in reducing conflict with her child "it was as if we just both, the wind went out of the sails" (7:263). Tony acknowledged that he had adapted EC to accommodate the different-attachment relationships within his family, and to structure his emotional responses to be more supportive. As a result, he felt more tolerant and less judgemental: "I can listen and then not basically give solutions... they just want to speak" (6:542, 546). Although Diana felt that EC training had focussed on professional practice relationships, she had found it useful with others; training was "very much focussed on 'littlees', but I actually find it really helpful in adults, in the teenagers as well" (13:371-3). Ruth wryly noted that, because she was more confident with EC she adapted it for home-life, "I try and kind of do it a little bit with my mum now" (12:347-8).

EC had not only informed professional practice, but, for some, had influenced their emotional identities. Ruth, through practising it with parents and children, had started to question her own self-regulatory skills. She claimed, "I need to be doing it myself really, and I don't think you always think of that, you know, you can kind of just think well, you know, that's not important" (12:473-5). Cathy admitted that she used to fear emotions, "my reaction when my children were emotional was always, come on 'big breath, and move on" (7:46-7). However, with EC, she had noticed changes in her beliefs and had experienced "a big shift this last year for me personally" (7:53). She now believed "do you know what, 'it is OK for you to feel angry', 'it is OK for you to feel, actually, a bit depressed about that'" (7:55-7). After training Fiona valued more the power of prosody and language choice to describe emotions, which affected outcomes, "because it's

the emphasis, I think, that we put on recognising it, acknowledging it and saying that it's OK" (8:750-52). Kirstie thought EC was inappropriate for educational settings, but more acceptable for home life. She was aware that, because of the training, she had adapted her home behaviour management and now questioned more the motives behind her children's behaviour. However, when she first tried to use it at home, "I tried to do it with my children and one of them said to me, 'what are you doing'? And they were really confused with it" (19:58-60). Although she felt it was not successful, she did admit "I was, calmer, so, yeah it's good if you can come to a solution without escalating it" (19:179-181).

- *EC as tool/ technique or Approach*

- *EC as a tool/technique*

EC was viewed as an effective tool/technique for situations that involved heightened emotional behaviours, that were potentially difficult to control. Practitioners used the analogy of their skills being a 'tool kit'. Tina saw EC as "part of a bag of tools" (3:397), whilst for Ruth "it's like a tool kit, isn't it really, you pull it out when you need it" (12:100). Tony explained, "I think you do use [EC] as a tool, and you can also distance your own emotions from it, because you're using it as a tool, rather than getting too deep into it yourself" (6:268-71).

Toya found it an effective management tool and "good on the ground because you can see it, how it works from a kind of staffing point of view and a leadership point of view" (9:724). Lorraine agreed, "it's just a really good tool to use when the emotion, when you see the emotions are causing the barriers to learning, it's fantastic, it's brilliant" (2:311-13). With successful use of EC to manage emotional moments, Lorraine suggested she had reached a point when "you almost use it as a teaching tool automatically" (2:795).

Therefore, for some practitioners EC was a specific technique (or tool) for effectively managing potentially difficult situations. Fiona claimed, "it kind of feels very empowering that you can get into these situations that can be potentially very aggressive and to have an opportunity to defuse them" (8:338-41).

- *EC as an approach*

Jack described EC more as an approach, “something that encompasses the classroom; whereas, I think a technique is so much more specific’ (16:319-21). Tina suggested that EC “doesn’t have to be like a whole lesson plan on it, it has to be implemented in bits, and as needed” (3:989). Kirstie described EC as “a listening approach I suppose, as opposed to being a, I’m authority you’re not” (19:584-5), whilst Diana said it as an approach that “helps me to implement one of our core values, caring, being caring and hopeful” (13:57).

Practitioners’ frequency of use in differing situations and perception of ease of use were indicators of EC being seen as more of an approach. It also was indicative of practitioners’ emotional awareness and tolerance, concurring with Gottman et al., (1996;1997) who identified the EC parenting style. For Mary, it was her way of being “it’s always something I’ve used, I think we had this discussion before, it’s something that we’d sort of been aware of, and my mother had used it with us and I had used it with my children” (11:21-4). Similarly, for Nesta “that’s how I operate, it’s, for me it’s bread and butter stuff” (20:545-6). Jack saw EC as “an innate ability within some people” (16:130) and Toya observed that “certain people are naturally better at it than others” (9: 101). Caitlin commented, “I see the staff that are very much like me, that naturally are emotional, emotion coaches” (18:532-4), whilst Naomi believed EC had always been present in her practice and in her setting’s culture, but was not labelled EC, “I would say integrated, I don’t think we’d refer to it as EC” (17:1080-1).

EC, as an approach, was beneficial to adults and children alike. In early years settings Mary saw it as a “two-pronged approach, I don’t think you can introduce it into children centres and into schools and use it with the children if you’re not using it with the parents” (11:184-6). Jane concurred, “it’s a communication tool isn’t it with other adults as equally as it is with children” (14:806). Chloe claimed, “it’s become an integral part of my day now I think. It’s not just something put in a box that I use when I want to it’s there all the time” (21:1066-9). Over time, EC seemed to evolve from a technique used in heightened emotional moments to more of a communication style. Ruth reckoned her use had changed “I mean now I just sort of do it and it just happens” (12:173). Lorraine thought that it was more

than a technique, “I use it probably all the time and, but it’s been naturally part of my, my teaching strategy” (2:809-10).

Whole setting EC training supported the development and maintenance of a more consistent practice approach. It provided the opportunity to “work with those people, to help them, you know, to fit into the school ethos a bit further” (18:620-2). David reiterated this, “I think it’s something that becomes a way of life over time and, you know, I’m still falling into that one, I’m still understanding that” (5:150-152).

- *EC as a tool/technique and an approach*

Some practitioners were comfortable with EC as both a technique and an approach. Jane explained “Um, you see, I see [EC] as an approach because I do think it’s, it should be part of everything, not I’ll just do that for today, because that’s today’s session, which is, so it’s a technique you could learn to use for that situation, I would go as a broader approach to any situation” (14:376-80). Lorraine also acknowledged EC’s dual role, “I think it’s a strategy we use as a matter of course in the classroom...so you almost use it as a teaching tool automatically” (2:791, 794). Ruth thought that EC had dual function, “I think we use it in the two ways” (12:78). As an approach, it informed EC experienced practitioners everyday practice: “you do it, you wouldn’t even think, ‘I know what I’m doing right now, I’m doing that’, you’d just do it” (12:81-3). For the less experienced practitioner, it was more of a technique to regulate emotions, “I do parenting courses so we’ve incorporated this into our parenting courses now and modelled it” (12:88-9).

Lucy acknowledged the temporal aspect to EC as a technique or approach “I’d say both, or I think it develops, I think it’s possibly, it maybe starts out as a technique but then actually it just then becomes natural so it is, it develops into your natural approach into that situation, I would say, yeah I think it, it started off as a technique but I think it’s now an approach” (10:566-70). David also thought that, over time, EC would become more of an approach to his teaching. However, because he was new to teaching, he valued it as an effective teaching tool, “I’ve already got this toolset to go in with” (5:176).

- *Child focussed goals*

The MRP 0-19 aim was to promote EC in settings as an alternative relational model to support child self-regulation and develop resiliency. Using EC, teaching practice was seen as becoming more child-centred. For Tina, this meant acknowledging her role and responsibilities, as an adult and as a practitioner, “emotions and behaviour are linked aren’t they, because they’re only children” (3:25-6). Chloe believed that she had become more aware of emotions, and their effects on children “I don’t think I would have thought quite so much about ‘is this a big emotion for you, is there something else ticking along behind all this’, because there has to be a reason for it, so I think I do now” (21:166-70). For Lorraine, EC had “given me the tools to be able to empathise with the child to help maybe move their journey on a little bit more” (2:103-4), whilst David admitted “I can now get a closer understanding and a deeper empathy with them” (5:181-2). Cathy understood that children “need to feel safe and respected and... you know, have got dignity”, and EC helped to achieve this (7:558-60).

By using EC, Naomi felt her practice was a “more empowering, more inclusive way of managing children’s behaviour” (17:124-6). For Fiona, it gave children a greater sense of security, because it showed them “there’s someone in school who understands, and that they can trust... knowing they will be listened to” (8:138-9) ... “and that assurance that whatever they say they’re going to be listened to and I think that completely changes the relationship we can have with the kids” (8:146-8). Alice believed that using EC with children “helps to validate someone’s emotions definitely, because otherwise they’ll feel, might feel a bit worthless or a bit like they’re not important, so yeah” (1:491-3).

Nesta saw her role as “helping children to learn it’s okay to show emotions and it’s important as teachers to help them learn that skill” (20:118). Caitlin felt that EC positively contributed to her fulfilling this role “it’s just a really positive way to help those children and teach those children – it’s a teaching thing as well because they need to be taught, so teaching children about how to deal with their own emotions” (18:1118-21). Cathy agreed, saying it was a way for children to learn about emotions and recognise “that’s OK, you know and then they can get

on with learning” (7:36-7). Through role-modelling, EC practitioners both supported children in emotional moments and taught children skills, “they can pick up on it and I think that’s invaluable” (5:12).

EC also conveyed to children that adults respected and recognised that they “can reason” (6:90). Tina thought that using EC “treated [children] with respect and fairly, as they may not have that at home” (3:30-8). Nesta believed “children don’t want to be naughty, I don’t, I don’t believe in naughty, they don’t want to antagonise you, they just want some sort of attention and if you give it to them in a negative way then that’s what they’ll feed you” (20:989-94). Promoting self-regulatory skills were essential skills that children needed to engage in secondary school and, “If they can get the groundwork in” in primary school, Tina suggested, it may “stop that vicious circle wouldn’t you of children doing things because they’re angry” (3:1002, 1008).

- *EC adult focussed goals*

The personal benefits for practitioners using EC were recognised by Lorraine “the whole EC gives you that nice grounding to be calm with it” (2:343-4), and Tony saw advantages to “being in control and not immersed by emotional response” (6:270). For Alice, EC allowed her to communicate “my feelings as well” (1:223),

Lorraine believed that EC allowed practitioners to retrieve and remain in power during emotional moments, “you can have empathy, but it also, by working through the process, gives you back the power and supports you in a very, very steady structured manner” (2:323-5). Diana welcomed the structure it gave to emotional situations, “I have found it much subtler and it gives you a sense as a person or that feeling like you have got a bit of control because there’s something to hold onto (13:376-8). Fiona identified that “it kind of feels very empowering that you can get into these situations, that can be potentially very aggressive, and to have an opportunity to defuse them” (8:338-41). Ruth found EC kept her in control and focussed in a conversation with an angry parent, demonstrating determination and strength, “I think it’s good to know in the future that I’ve done it once now...So knowing that it does work” (12:590-4).

Because of emotional arousal, it is sometimes difficult for parents to hear or engage with what teachers had to say about their child. EC helped Naomi to work more effectively with parents: “it was just sort of calming her down to get to a place where, you know, she would listen, that she would be calm and then she could hear what I was saying and all of that” (17:916-9). Cathy acknowledged that resolution was key, and time was of the essence in settings, “I need to get this, I need some sort of resolution’, probably in 10-15 minutes actually in school” (7: 399). She felt that EC’s three steps structured parental interviews and all parties felt included and contributed to the resolution.

- *EC shared focussed goals*

Practitioners believed emotions caused issues and difficulties, particularly when uncontrolled behaviours escalated. Most acknowledged the innateness of emotional responses, and the need to create nurturing environments for learning. However, there was also an acceptance that children needed to follow rules, and to contribute to their own academic goals. The pressures of the NC, and larger class sizes contributed to stress in practitioners and children. Therefore, EC could also be used to achieve more traditional authoritarian goals, as Tony noted “when we use EC, it really does quash any arguments” (6:44).

However, EC achieved more than just control, and with continuing use it offered positive connections between practitioner and child. Tony had noticed “if we double team with another teacher, and if you play good cop, bad cop, you can see that they all warm towards someone who is using EC, rather than the authoritative approach” (6:44-9). Fiona identified the importance of connecting with children, “when I first came, my end game is the children in particular situations who are outside the classroom or whatever or, kicking off, is to get them to do what I want them to do, so get them back in, and get them learning, get, and that is still the end game. But that isn’t my overriding aim, my overriding aim now is to get them calm and get them into a position in which we can look at what is actually best for them at that moment. So, it’s taking myself out of the equation and actually just concentrating on what is best for them” (8:108-117).

There was an increasing focus on mutually beneficial outcomes of interactions, with EC promoting wellbeing and resilience for professionals and children. Tina believed it “helps to increase positive exchanges for both parties” (3:6), and Tony thought it “totally lower any stress or anxiety in both teachers and students” (6:150-1). EC allowed Alice to share emotional understanding with children “it’s just given me some really good phrases to use, you know” (1:288), and Tony felt “it feels as if you’ve taken it a step closer to helping them, yeah. Rather than doing nothing and walking away and feeling upset for them” (6:282-4). For Fiona, EC allowed children to take more responsibility for their behaviours, “a strategy that you work together, because they know what you want them to do, and they know what they should be doing, and it’s enabling them to be able to feel OK about making that decision” (8:128-131).

In moments of heightened emotions, Cathy recognised a shared need for emotional control, otherwise “neither of you are making any sensible decisions, and that’s where you are going to say things that are stupid or hurtful” (7:314-6). Fiona agreed, using EC with a previously aggressive parent helped her to remain calm, so she could listen and talk calmly to “scale the situation down” (8:319). By using EC, she felt it had “changed my relationship with him” and “now it’s, I’m not scared to phone him, it’s quite nice” (8: 287,335).

- *EC limitations, barriers and dilemmas*

The most prevalent practitioners’ concern in changing practice was time, “there’s never enough hours in the day, always so much work to be done” (9:235-6). Jane believed that emotions were often ignored because “people are so busy doing stuff that you forget about what’s going on inside I think” (14:450-1). The balance between practitioners’ personal and professional lives, and the demands of the NC were relentless pressures that distracted and compromised practice. Lucy described her working week as a “helter-skelter” (10:251), and Toya admitted, “I think sometimes it feels overwhelming when there’s so much to do” (9:682-3). Schools rules and academic responsibility, according to Fiona, meant children “have to kind of toe the line a bit” (8:166). Jack saw the demands of education as an ongoing dilemma, “is it my job to emotionally develop these children, to a

certain extent yes, but actually primarily it's also my job to be able to teach these children to read, to write, to be able to add, take away" (16:702-5).

Although EC was considered useful in managing heightened emotions, for it to be effective, there needed to be a trusting relationship, which takes time to establish. Fiona described her method: "I'd go through the whole process properly, I think, and very you know, the three stages and talking around it, and then, and I'll follow up the next day, by just a quick, 'how are you doing today?'" (8:385-8). This need to develop connections was echoed by Lorraine, who observed that for some children EC was "not going to be a quick fix" (2:390) ... "if you're going to do justice to the child it does need that time" (2:1309). EC needed to be delivered by an adult that the child respected, and Fiona noted that some children took time to "find the right person for them to talk to" (8:620). Jane believed this was because "you need to know the emotions of that person" (14:513). Caitlin concurred "I think you can use [EC] whenever, and I think you're, sometimes you will see benefits and sometimes you won't see benefits...I think it does depend on the relationship with the children that you've got" (18:693-5, 710-11).

Cathy's managerial goal was for "staff all eventually [to] feel confident and comfortable" with EC (7:823-4). However, as Fiona noted, implementing EC into a WSA takes time and planning, "I think it needs to be revisited and re-talked about, and I think maybe in tutor teams doing it, certainly with learning directors taking a leading role" (8:571-3). Toya agreed about the time to implement EC, "it's just a really simple, but so in a way, so obvious, but not when you don't have, take time out to think about things" (9:228-30).

Ruth recognised the difficulties for some staff to fully engage "I think, yeah, it does depend sometimes a little bit on the person's character and how comfortable they are with, with sort of emotions maybe themselves...so that they might be a little bit harder to get on board with it" (12:661-3, 670). Jane understood that for some practitioners, EC was difficult, as "some things just aren't their bag" (14:748). Kirstie noted that acceptance is "down to the person, because I think how you

are as a person makes you take it on board in different ways” (19:494-6). She found “I really struggled to get my head round [EC]” (19:734).

Jack wondered whether the complex emotional situations that children were now experiencing required a level of EC skill higher than most practitioners had, “it’s very easy to emotionally coach a trivial situation, you know, a friendship group, it’s far more difficult – and I truly believe this – I don’t think most people have the skills to really use it” (16:691-4). Nesta thought some practitioners struggled because they were not fully committed, “I think some of them are doing it by rote, they’re not doing it from the heart” (20:824-5). For Kirstie, having to align her practice to EC, and learn to manage emotional moments differently, was rather frightening. She worried that she would make mistakes, and feel out of control, “I didn’t know how to cut it off, because you’ll go in a spiral of, whatever you say is going to be wrong, and you go round and round (19: 666-8). For EC to be adopted, there was a consensus that practitioners needed “an element of willingness to engage” (8:715).

Caitlin thought that those who struggle with EC have “put up the barriers to emotions, that then makes it very difficult to, like, take down those barriers to help someone else deal with emotions” (18:968-70). She also believed “I think it depends on which member of staff and what, and what that person’s role is” (18:713-5) ... “I don’t think that, I don’t think that everyone should be emotional” (18:990-1) ... “you can be a perfectly fantastic person without displaying you know, that side” (18:993-4). This point was expanded by Naomi, who believed that settings need a diversity of EC approaches to reflect the differing needs of children, and the skill sets of practitioners. She said, “actually I would not expect to see identical plans because you are different people to your year group partner, and your class are completely different, so you might be doing broadly the same thing” (17:538-41).

Cathy recognised the difficulties of negotiating roles, rights and responsibilities between her personal and professional life, she was “never sure how much to give of yourself” (7:460). Caitlin was also unsure that practitioners should compromise personal selves for professional roles, believing that EC is

influenced by the practitioner's emotional identities: "you're talking to somebody about their skills to be able to emotion coach, that's almost questioning their life skills to be able to do, and that's very, that then becomes quite contentious about what you're doing" (18:1143-7). This was particularly poignant for those whose emotional identities made it more difficult to practice EC, because, "it's OK to teach your staff and send them on courses to up their maths skills, but when you're saying like 'let's make you a –'it's almost taken as like, 'I'm OK why do I need to do this'? So that's like, that's a step that I think needs to be done, but it's a scary step" (18:1151-7). It was the practitioners with managerial responsibilities that voiced concerns about EC being potentially manipulative. As a leader, Toya felt it helped to feel in control, but she worried that staff felt she was manipulating them and think "is this coming from you or are you just testing what you've learnt...I don't want the staff to feel like they've being like guinea pigs in a way" (9:29).

Lorraine had difficulties using EC to support adult's emotions. She believed adults put up "barriers" to emotions (2:242), describing herself as "emotionally, I'm a very private person, so had mixed views about EC use with adults" (2:608-9). "I'm happy to use it with the children here, I do feel less comfortable using it with other staff" (2:601-3). She felt "it's much more difficult to be able to model that behaviour with other adults, but, although you can with some, you, because you're much more on their wavelength, aren't you?" (2:242-5) ... "it's almost you put the shutters up and back off a bit, you know, on an adult to adult basis" (2:267-8). These views contrasted to her passion for universal use of EC in settings, "because this is my professional job and it is about children" (2:608-9).

Toya believed that although practitioners should keep the child at the forefront, they needed to also respect that parents were legally responsible for their child's wellbeing. She felt "acknowledging somebody's emotions does seem slightly patronising in certain circumstances. And in a way, may even fuel somebody's emotion, you know, because it's like, you could potentially wind somebody up" (9:591-5). With limited time, "we need to kind of make sure that they have calmed down because what we don't want is them walking out the door still having an argument, ranting and raving, because that's just, the situation's going to escalate

and get worse for that child” (9:512-16). Jane suggested that some parents “get quite defensive saying it’s not about me it’s about my child, but sometimes you can’t split the two out, and so you need to be a little careful depending where the parent’s at” (14:491).

In larger settings, practitioners were aware of balancing the management of larger numbers, whilst engaging with each child as an individual. Sometimes the need to ensure the safety meant that EC was not appropriate. Fiona stated, “schools have rules and an academic responsibility, for some you have to say I’m closing this down, we need to get on” (8:373). For Jack, the school day’s length, curriculum pressures and large numbers of children, led to compromises; “all these other things they need to, you know, to be literate people, it’s a phenomenally important thing, um, I’ve got to get that in, and I’ve got to do it to thirty children, and so can I deal with that child that has lots of anger issues and behaviour issues and strip them down and kind of emotionally build them back up again? No, I don’t, I can’t” (16:707-12). The perception that EC gives disproportionate time to children with emotional issues was concerning for Tony; exclaiming “the well-behaved students, you don’t spend much time with them because you almost feel that you don’t need to, sometimes you don’t see them because of the time restraints” (6:441-4).

Some practitioners suggested that EC could be combined with more traditional behaviourist approaches and still be effective. Specific children needed to “know that that isn’t appropriate at this time, you know, that, no you, you can have a, a temper tantrum...I’m not engaging with you, I’m going to go and leave the situation” (16:518-20, 599-600). Kirstie, did not agree with EC, but thought it would be useful if combined with “consequences”, so children learnt right and wrong. For her, EC did not offer this because “it doesn’t give them a short sharp – this is wrong” (19:325-6). If a child’s response to EC was not immediate or inappropriate, Jack saw this as defiance, and reverted to other management to ensure the child recognised behavioural boundaries, “I am not having that within my classroom. I am not going to have that behaviour within this environment, er, so you have a choice, you can display that behaviour and you can leave, or you cannot and you can stay” (16:547-50).

There were situations where EC appeared ineffectual, which led some practitioners to question its universal applicability. Nesta believed that EC was ineffective with some because these children's home-life experiences did not give them appropriate life-skills. She believed children "are who their parents made them" so "there are some children where this, I've found it doesn't work and again that's their life" (20:290, 608). Fiona thought EC was unsuccessful with children that "aren't emotionally developed enough to be able to think in that way, it's really difficult" (8:604). Caitlin also found that EC was trickier to use with "the child who displayed no emotion about it at all, um, that was very difficult to EC" (18:312-3). Tony found that EC managed most emotional moments; however, some topics were more difficult to manage, "I think everyone's got protective instincts over their family and I can relate to that myself" (6:813-5). Fiona, who worked in a secondary school, suggested that EC was not effective if a child was not interested or did not have a relationship with the practitioner. Children that were "older and just completely uninterested in school, and you've lost them...it doesn't work because they're not interested, they're not interested in what I think about them" (8:615-8).

Some children had too complex or atypical emotional responses, and needed more than EC, "getting to the bottom of why he feels angry, at a drop of a hat, about somebody moving his ruler on his table, is quite a significant difference to dealing with somebody who's fallen over on the playground" (16:346-60). Ruth felt that, although EC was universally useful, for some children it needed supplementation: "I think with children that have got sort of special educational needs it's a little bit harder...because obviously emotions for them is such a tricky, they don't understand them really... so, it can be sort of used, but I think it needs to be used in conjunction with something else" (12:607-11). With certain families, Jane found that EC was not appropriate. Although she believed "EC is universally great, there are families, and ones that we work with, are the ones that probably are more difficult, having various difficulties, so the kind of universal rules don't apply" (14:704-6), for example, it was "more difficult to do when the parent is kind of shut down more on the mental health side, sometimes they just don't want to hear" (14:748).

Concerns were expressed about how to audit and measure EC in settings. Caitlin, as a PSHE co-ordinator, realised that, “when we’re looking at behaviour policy and saying, ‘well actually, and [EC is] very difficult to monitor’” (18:1137-8). As EC was not subject-specific, she was unsure about monitoring of staff use “how we police it in effect, you know like and how we make sure that people are using it and what we do when people really aren’t using it” (18:1188-90). Toya, who very much aligned with EC, puzzled over “how can we roll this out, everyone needs to know this, how am I going to embed this, how am I going to roll it out?” (9:22) ... “how to get the key message across to an audience that’s going to be varied?” (9:35). This added frustration and a sense of inability to deliver the most effective service to parents.

Having undertaken training in EC and incorporated it into their practice, a few then reflected on their current roles with a sense of dissatisfaction. One noted EC had made her “crave to be surrounded by people with the same passion with the same vision...it’s questioned my career and my perspective and actually, I can really understand now how people work for less money, but in a position where they’re all equally passionate about what they do and they are constantly striving for the same end” (9:26). For another, the knowledge and experience gained in using EC led to them regretting past personal and professional standpoints. Nancy felt uncomfortable about her past approach to emotions: “dismissing it, it made me think, oh no I’ve done that a lot, in my career and probably personally, personal life as well” (4:442-4). For David, EC was both affirming and challenging as “it’s enhanced my understanding of where I’m more emotionally vulnerable and that I’ve been able to develop ways of, you know, calming myself down” (5:586-8).

Some practitioners felt that their EC experience was compromised by either not understanding the personal and collective commitment to the research component of the MRP0-19 or by the EC training structure and content. All heads and managers were approached and fully briefed and given literature about the design and aims of the MRP0-19. Recruited settings took responsibility for informing their practitioners. At the beginning of the EC teaching session of the MRP 0-19, aims and objectives were reiterated, pathways to mental health

support facilities identified and individual written consent obtained voluntarily before preliminary data collection started. Nevertheless, some practitioners from one setting seemed unaware of the research component. Therefore, the consent forms were understandably unexpected, and time spent on explaining their rights as a voluntary participant. This had a detrimental effect on the working relationship, and subsequent commitment to network sessions.

Another practitioner, responsible for PSHE delivery in her setting commented, although the head was passionate about PSHE, “she hadn’t met with me to discuss, to talk about what was going on” (18: 832-3). She asked all staff to come along to the meeting, and as a result, initially, “I can’t even remember why, but I was extremely cross” (18:813-4)...“I thought that, I always thought that you were coming in telling us that this is what we should be doing when we were already doing it” (18:817-19)...the first meeting we had was almost quite a negative experience because we had to fill in all the questionnaires...but the second session was when we did all about the slides and like the, and I loved that” (18:860-5). Prior to trying out EC in the Setting, Tony initially doubted EC, “we were quite negative about it, and by the end of it, when it all comes together, the pieces, we took it away with us and we ran with it” (6:424-6).

Some settings were unable to train all their staff, and this led to issues in practice consistency. As Toya noted, “not all the staff have been trained, so I’m not sure we are consistent, I’d like to have another training session for the staff” (9:24). For others, their setting decided not to include them in network meetings, which compromised their commitment to practising EC. Alice was disappointed, “well when you went on the day it was quite inspiring to, it makes you, you know, really want to do that, but because we didn’t have ongoing training, probably it sort of, you know, because you’re so busy all the time you’ve got so much to think about, it’s probably, goes by the wayside a little bit more, whereas if it had been a constant once a month or once every six weeks it would have jogged your memory, and you would have continued with it perhaps a bit more.” (1:360-8).

3.6 Summary

In this study, it became evident that, although all practitioners evidenced caring competency and academic acumen, they had differing approaches and levels of awareness to managing emotions in themselves and others. This informed their reaction to their own and other's emotions. However, their responses were also influenced by their perceptions of personal and professional identities. Justification for practice was informed by their beliefs of the role and responsibilities of education, and so settings, as a mechanism to support holistic development. Perceptions of emotions in academic achievement contributed to their receptivity to the EC premise 'emotions matter to learning'. For some, this affirmed their beliefs, whilst for others it was more challenging or had not been considered. Personal EC training experience contributed to acceptance and subsequent use in practice. Similarly, the ease of adoption of EC seemed to be related to whether settings trained all members of staff by adopting a whole setting approach. Experiential EC learning was considered essential for its adoption into practice, as was time to reflect about EC practice with fellow practitioners. Practitioners reported changes to practice that reflected confidence in adapting to managing specific emotional behaviours. The maintenance of EC in practice and settings was considered to mirror personal and Setting commitment, which normalised EC practice over time. As EC has not been trialled before in settings in the UK, it was particularly important to record practitioners' dilemmas and reservations.

In the next chapter, these results will be discussed with reference to the guiding research questions and the proposed conceptual model of EC engagement, and a suggested discourse of EC use. The core category, 'EC, a way of being and a way of becoming', is over-arching and positions the research findings, which are then referenced within an adapted ecological-system model of education.

Chapter 4: Discussion

- *"if I could bottle it, I'd bottle it and sell it" (20:961)*

4.1 Key Research findings

- Practitioners appear to have increased awareness of emotions after EC training and use.
- Practitioners have differing levels of awareness of emotions in themselves and others.
- Practitioners have differing reactions, responses and reasoning about emotions in themselves, others and contexts
- Practitioners' emotional identities contribute to their acceptance of the EC premise that 'emotions matter to learning'.
- EC training either confirms, challenges or offers an additional practice option for management of emotions in settings.
- Practitioners need to practise EC to become proficient and confident.
- Practitioners believe that having time to reflect with colleagues supports EC adoption.
- Positive outcomes from EC used in emotional incidents increases practitioners' confidence, encourages further use and adaption of EC in practice.
- Practitioners appear to use EC as an explicit technique to manage specific emotional behaviours, an informing practice approach for relational engagement, or both.
- Practitioners believe EC supported nurturing relationships
- Incomplete training; lack of colleague-support; time shortages; ineffective resolution; emotion-disapproving reactions, responses and reasoning; and large numbers of children are considered by practitioners to be barriers to EC use.
- Whole setting training, with attendance at the initial training day and subsequent network meetings, was an effective and preferred model to support EC engagement.
- Continuing engagement and commitment from managerial staff supports acceptance, integration and maintenance

The key findings have been listed and referenced with the research questions (Table 4.1 below). As mentioned in Chapter 3, because there is a natural contingency and relational complexities to the findings, they cannot be boundaried, so are not question specific.

'What is the EC experience for practitioners using EC in settings?'	'How does EC influence practitioners' response to emotional and behavioural situations in settings?'	'What evidence is there of personal and professional practice change resulting from using EC in their working practice?'
<p>EC training either confirms, challenges or offers an additional practice option for management of emotions in settings</p> <p>Whole setting training, with attendance at the initial training day and subsequent network meetings, was an effective and preferred model to support EC engagement</p> <p>Continuing engagement and commitment from managerial staff supports acceptance, integration and maintenance of EC</p> <p>Incomplete training; lack of colleague-support; time shortages; ineffective resolution; emotion-disapproving reactions, responses and reasoning; and large numbers of children are considered by practitioners to be barriers</p>	<p>Practitioners have differing levels of awareness of emotions in themselves and others</p> <p>Practitioners have differing reactions, responses and reasoning about emotions in themselves, others and contexts</p> <p>Practitioners' emotional identities contribute to their acceptance of the EC premise that 'emotions matter to learning'.</p> <p>Practitioners believe that having time to reflect with colleagues supports EC adoption</p> <p>Practitioners believe EC supported nurturing relationships</p>	<p>Practitioners appear to have increased awareness of emotions after EC training and use</p> <p>Positive outcomes from EC used in emotional incidents increases practitioners' confidence, encourages further use and adaption of EC in practice</p> <p>Practitioners appear to use EC as an explicit technique to manage specific emotional behaviours, an informing practice approach for relational engagement, or both</p> <p>Practitioners need to practise EC to become proficient and confident in EC practice use</p>

Table 4.1 Mapping the key research finding to the research questions

4.2 Introduction

'We never outgrow needing to be seen, appreciated, and cared for'
(Cozolino, 2013:136)

In keeping with constructivist grounded theory (CGT), the focus of analysis has been to increasingly conceptualize the inductive findings and a model of practitioner EC engagement is proposed. This is a four-staged process, with a positive feedback loop of sequentially corresponding action-phases to evidence EC adoption into practice. It also tentatively advances a negative feedback loop to suggest how EC can become marginalised or discarded in practice. EC was considered both a technique for management of specific emotional incidents and a more general practice approach, with the level of competency, alignment with emotional identity awareness and context being contributory. Practitioners used EC for child- and adult-focussed goals, and the nuances of use will be discussed through the lens of a discourse of welfare and a discourse of control. An EC Practice Spectrum of use is proposed. The EC experience contributed to practitioners' overall emotional awareness and their evolving emotional identities, which is conceptualised in the overarching core category, 'EC as a way of being and a way of becoming'.

The final section offers an adaption of Bronfenbrenner's bio-ecological systems theory of development (1979), placing the practitioner within a biopsychosocial multilevel factor model. The relational positioning of practitioner within immediate, community and societal environments recognises overt and covert micro- and macro-influences on practice. These constructions will guide the discussion, and in doing so provide detailed explanations that contribute to understanding the guiding research questions. Reference to extant theory is included to contextualise and situate the inductive research findings.

4.3 Constructing EC Communities: A model of Emotion Coaching Engagement

This Model of EC Engagement (MECE), **Diagram 4.1**, is an incremental, four-staged, pathway with integral positive and negative feedback loops. The model reflects a simplified representation of practitioners' EC journeys, which starts and finishes with the practitioner.

The four EC stages are: The EC premise, EC training intervention, EC use and EC maintenance and are informed by the four conceptual categories discussed in chapter 3. At each of the stages, the practitioners' EC experience can be largely positive or negative, which affirm or discourage creating two polarised pathways, the positive and negative feedback loops.

Through use over time, emotion management practice becomes either EC informed or EC is ultimately discarded. In the positive feedback loop, the action-phases that contribute to 'EC informed practice' are: Accepting; Adopting; Adapting and Sustaining. The negative feedback loop encourages disbandment of EC practice through: Disregarding; Neglecting; Restricting; and Marginalising. Both loops reinforce and confirm the practitioner's previous actions and experiences, resulting in practitioners either sustaining or marginalising EC.

However, all practitioners, regardless of the valence of EC experience, have increased emotional awareness through their engagement with EC. In turn, this experience can inform, challenge or alter practitioners' emotional identities and their reaction, response and reasoning to emotions. This creates an opportunity for the practitioner to reconsider the EC premise and, subsequently, to reengage.

The Model of Emotion Coaching Engagement (MECE) will be explained, starting and finishing with the practitioner and their emotional receptivity.

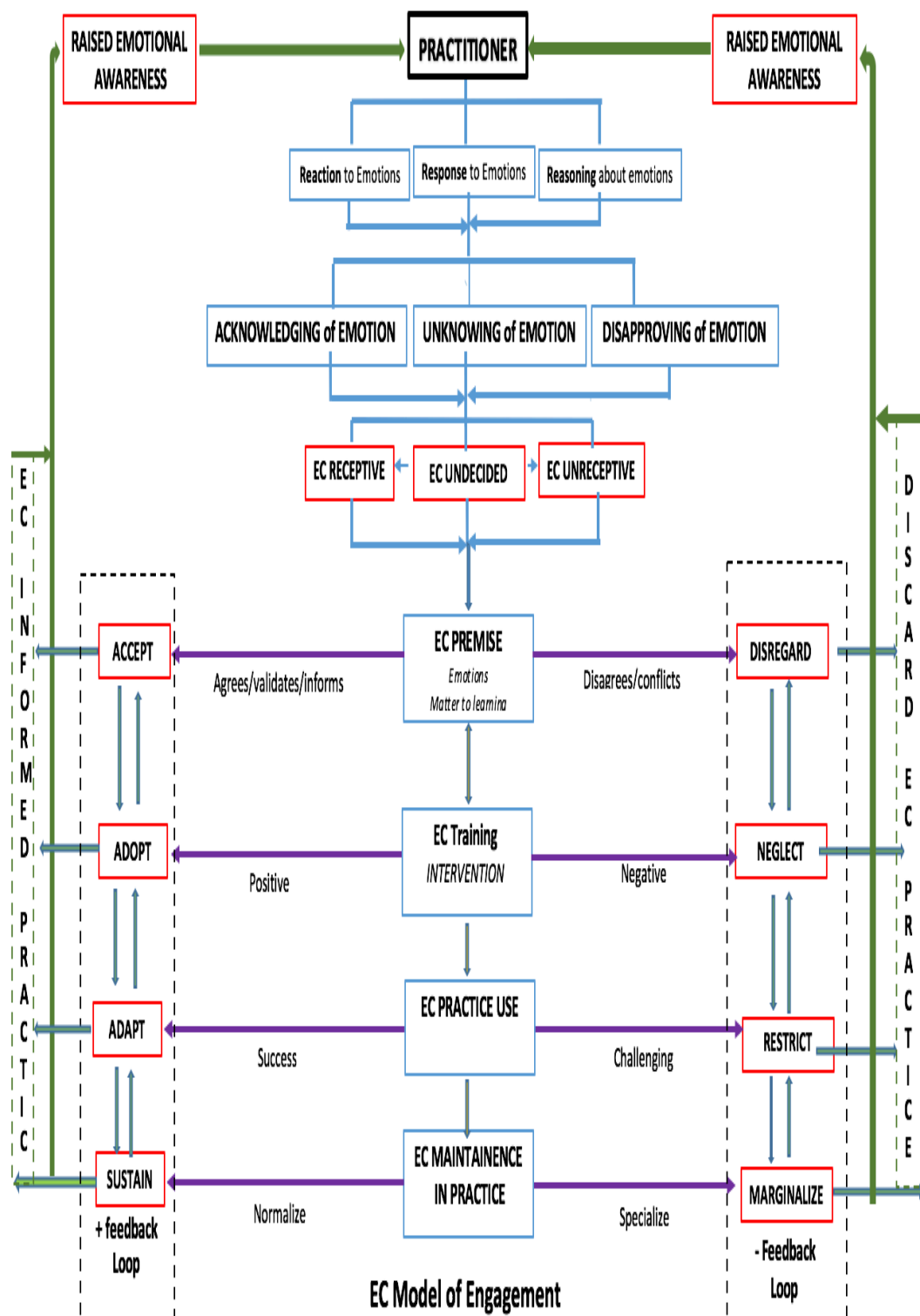


Diagram 4.1 Model of EC Engagement

- *The Practitioner*

Emotional identity reflects the practitioner's reactions, responses and reasoning of emotions in themselves and others referenced as 'meta emotion philosophy (MEP) by Gottman *et al.*, (1997); their perception of personal and professional selves; and their beliefs on the value of relationships.

Emotional identity informs the effectiveness of interpersonal interventions. Heron (2009) identified three levels of emotional competency. Those at 'zero level' provide support to others, but often have contaminated, distorted and oppressive views of emotions. Although their intention may be to help, interventions are often repressive and intrusive. The second group, the most widespread in western culture, are those with some emotional competency, but who are inconsistently supportive and unknowingly resort to compulsive and intrusive helping. The final group may occasionally slip into inappropriate emotional support but, if they do so, are aware and can correct themselves. They are more consistent and appropriate in their management of emotions. These three groups have some similarities to the practitioner groups identified in this study. In **Diagram 4.1**, the typology used to describe the initial levels of practitioners' emotional awareness, which contributes to and reflects emotional identity, suggests practitioners came to the EC training as largely 'disapproving', 'unknowing' or 'acknowledging' of emotions. However, those who work with children and parents must by their choice and continued employment, have a modicum of emotional competencies; therefore, this project's sample is unlikely to include 'zero level' individuals.

The study's findings concur with the findings of Gottman *et al.* (1996;1997) in that emotional identities may not be homogeneous. Practitioners may have a range of reactions, responses and reasoning to a variety of emotions. Therefore, emotional identities are not always predictable, and are best described as a continuum, with those 'largely acknowledging of emotions' at one end, and those 'mostly disapproving of emotions' at the other with those 'generally unknowing of emotions' in-between. Combining their beliefs in the role of education and for the relevance of curricula, with expectations of their responsibilities, practitioners were categorised as largely: EC Receptive, EC Unreceptive and EC Undecided.

‘EC Receptive’ participants were likely to be those described as typically ‘acknowledging of emotions’. As a group, they evidenced greater tolerance of emotions, and understood that their skills inform their personal and professional lives. The value of nurturing relationships was acknowledged, and education was viewed holistically to include emotional and social educational responsibilities. Boundaries between home and school were more flexible and more co-operative, with acknowledgement of physiological and psychological components to learning. EC Receptive practitioners appeared to be more emotionally aware and have a greater receptivity to the EC premise: ‘emotions matter to learning’.

‘EC Unreceptive’ practitioners were more commonly ‘disapproving of emotions’. They evidenced less tolerance of emotions, particularly anger and sadness. Discipline and rules were believed to be integral to education, alongside prioritisation of the statutory academic curriculum. However, with awareness of the problematic home-lives of some children, they often, reluctantly accepted the necessity of an emotional curriculum (Zinsser *et al.*, 2014). These practitioners had emotional identities or beliefs about educational responsibilities that were more likely to conflict with, or be challenged by, the EC premise.

‘EC Undecided’ practitioners were those who appeared more ‘unknowing of emotions’. Either they were less aware of the effects of emotions on themselves or others or had not considered how emotions might influence behaviours and the learning environment. EC undecided practitioners were more likely to accept that education needed to accommodate all children’s needs by including emotional and academic curriculums. They did not hold strong opinions on the home/school divides. They were likely to be open to new ideas, but more passive in interest and commitment. Their emotional identities and belief systems neither supported nor disagreed with the EC premise, and they entered the EC training with few preconceived ideas or expectations.

At each stage of the model, the practitioners had either largely affirming or adverse EC experiences, which informs the stages of integration.

- *EC Positive Feedback Loop*

The action-phases of the positive feedback loop are EC: Accepting, Adopting, Adapting and Sustaining. These were identified from the data analysis, and subsequently, their status was confirmed by theoretical sampling of scripts. They reflect relational recursivity with each of the EC stage experiences, in that they describe practitioner experience, which also informs engagement in the next EC stage. They are re-affirmed by the previous action-phase so have a cumulative influence on practitioner perception and experience of the stages. The model can also be representative of the setting's experience of a whole setting approach to EC.

The first stage of the model: Accept, reflects the practitioners' 'agreement' with the EC training premise 'emotions matter to learning'. This is influenced by the practitioner receptiveness to EC as well as factors such as their interest in the emotional self and professional development. Diana was interested in the human condition, "I just want to know more about what makes us do what we do, what makes us tick basically, so I'm, on a personal level, really intrigued about why we do the things we do and how feelings impact on our behaviours" (13:390-3). 'Emotion acknowledging' practitioners were described by Jane as "people that are naturally" EC practitioners (14:538), while Diana thought they "always adopted this approach" (13:63). There was a consensus that, to operate effectively, practitioners needed emotional awareness and intelligence; however, this did not mean that practitioners needed to be emotionally demonstrative. Jane was EC receptive, but noted "I don't think I'm a particularly emotional person actually, but I am in touch with my emotions" (14:729). She was also of the opinion that EC "seems to be something you can also teach" (14:539).

The practitioners' experience of EC training also influenced their acceptance of the EC premise. Attending the whole training was difficult for some, because of time demands and work commitments; however, most recognised the need for professional development. Ruth saw it as lifelong, "I think you know this job it is quite challenging...so yeah I think it's always going to be a journey" (12:480, 483). "You'll never know everything" was David's opinion, and "being able to reflect and

improve constantly, willing and striving to improve, and never being comfortable or complacent, I think is really it for me” (5:989, 995-7).

With a positive EC training experience and initial use in settings, EC was more likely to be implemented in the Adopt phase. David saw EC adoption as developing his practice, “well, it just makes sense, you go back to the disapproving and dismissive and it just ignores a dimension of humankind, that is emotion, our emotional side can’t be ignored, because we’re emotional people” (5:1151-4). ‘Success’ was, in part, believed to be because EC was relatively simple to do. Through ongoing practice and positive outcomes, practitioners became more competent in recognising emotions and more comfortable and willing to engage with them. Harnessing positive experiences promoted confidence and creativity in practice (Fredrickson, 2001; 2003; Garland *et al.*, 2010), as Ruth noted “It does increase your confidence definitely” (12:287-9).

In the Adapt phase, practitioners started to use EC creatively in combination with complementary prior knowledge to relate specifically to the setting’s situations and opportunities. For those for whom EC resonated with current practice, adaption was straightforward and in doing so, they took responsibility for their own professional development, demonstrating empowerment. Appendix **A10** is a short report that was written by a PSHE coordinator about her experience of adapting EC in a primary setting,

The accumulation of positive and repeated successful experiences normalises EC in practice, increasing the chances of it becoming everyday practice; the final Sustain phase. Repeated use, and reflection with colleagues, was considered important to normalising and sustaining EC. Each of the EC phases reinforced the previous one. Repeated successful use of EC raised emotional awareness, which informed and confirmed practitioners’ emotional identities and reinforced receptivity to continuing use.

The engagement and support of colleagues, commitment from setting management and a compatible setting ethos and culture also contributed to sustaining EC practice. Naomi, noted, it is “very important when we’re doing anything new with staff that they see that it goes all the way through, and that

we're doing the same thing' (17:977-82. This echoes the findings of Gottman *et al.*, (1997:31) in that, with emotional engagements between parents and children, 'the process is everything'.

- *EC Negative Feedback Loop*

The negative feedback loop is more tentative in its construction as there was less data to analyse. This reflects the sample in that, although all participants of the MRP0-19 were invited to participate, the majority who volunteered were supportive of EC. It is reasonable to assume that those who had reservations about EC appropriateness, were also less inclined to volunteer. Newton (2017) acknowledged the difficulty of recruiting participants when the topic could be deemed sensitive and personally challenging. In this study, Kirstie volunteered because she wanted to ensure that there was representation of an alternative EC perspective. She said that her colleagues had encouraged her: "you've got to go and give your feedback because it's, it's totally the opposite probably to what [the researcher], may expect to hear" (19:459-61). There were also a couple of practitioners with compromised training experiences. These practitioners along with practitioners' perceptions of the limitations and dilemmas of EC, offered valuable information that contributed to the proposed negative feedback loop. The four action-phases are: EC Disregarding, EC Neglecting, EC Restricting and EC Marginalising.

Practitioners who disagree with the EC premise, or find that it caused conflict in their emotional identities, were more likely to struggle to accept the training experience and content. Although they may recognise a need for children to have resilience, if they were dismissing and disapproving of emotions, they may not relate emotions to learning. Alice knew of colleagues "that don't validate other people's feelings or emotions very much" (1:260-1) and Kirstie found EC "difficult to get my head around" (19:683). Ruth believed childhood experiences informed practitioners' awareness of emotions, which contributed to the ease or difficulty of practitioners' engagement, "you know it's hard isn't it really, you know if, and how they've been brought up" (12:664).

'EC unreceptive' practitioners were more likely to feel challenged and disregard

the EC premise. This conflict inhibited engagement with the training materials or full participation in the network sessions. Additionally, practitioners who attended training primarily because of management expectation; felt ill-informed about the scope of the MRP 0-19 research; or less interested in holistic learning were initially more apprehensive and less engaged.

Active peer-participatory learning was integral to the one-day EC training, and peer-led teaching the main focus of the networks. There were a few practitioners in one setting that were more difficult to engage in peer-led network discussions, appearing less enthusiastic. One of the practitioner, concerned about being time poor, believed that in the networks “time needs to be more focussed” (17:441). She reflected “I think that doing it in the staff meetings and in the staff meeting time, was quite difficult, I think it was quite difficult to engage with it” (17:315-7). Believing the setting already had a nurturing culture she thought “possibly it was less helpful because we had that as a culture here already in a way” (17:320-22). A colleague agreed “did I find [networks] helpful? No, because I think the structure that I had in place for me works, um, and the scenarios that people have stated, I would have probably done a similar thing” (16: 231-3). Therefore, if the training experience was compromised, the EC premise or training were contested, the negative experience led to a lack of enthusiasm to trial, adopt or persevere with EC in everyday practice. Fiona acknowledged practitioners “needing an element of willingness to engage” to master, adopt and adapt EC (8:715) with adverse experiences leading to EC practice neglect.

EC became easier and more spontaneous when it was practised regularly, and discussed with colleagues. For infrequent users, or those who were uncomfortable with relational approaches, EC encounters were more likely to be challenging with less successful outcomes. These unsatisfactory experiences discouraged further efforts with EC, and so restricted usage. It was suggested that, for some adults, “[EC] rubs against them because they naturally want to be aggressive with the child or situation” (20:805). A lack of use led to EC becoming viewed as a specialised technique for discrete situations, or particular children or practitioners, not for everyday practice. This leads to the final marginalisation phase.

As with the positive feedback loop, each phase in the negative loop builds upon and confirms the previous one, and, consequently, EC may be disregarded and discarded. However, throughout the training and attempts to use EC, the practitioner will have actively thought about and engaged with emotions, raising emotional awareness. This may inform, challenge and adapt their emotional identities, and so provide further opportunities to reconsider the premise and to re-engage with EC. As seen in Diagram 4.1, although the negative and positive loop evidence differing levels of EC engagement and outcome, all practitioners have raised emotional awareness.

- *Recursivity and complexity*

There is a relational recursivity to the positive and negative feedback loops, in that each action-phase informs the next and, in doing so, is reinforced and reaffirmed. This then influences and is influenced by the EC stage. So, for example, a practitioner who accepts the EC premise is more likely to find the training content interesting and useful. A positive training experience will increase the practitioner's confidence to trial EC in their practice. With positive use, the premise is reaffirmed, and further use encourages adoption of EC. Through repetition, EC becomes familiar, more consistent and spontaneous, and often adapted to support other areas of everyday practice. With success, more personal and collective gains are realised and, from adoption, the practitioner moves to creative adaption. In this process EC practice becomes normalised and sustained.

Practitioners who are challenged by, or disagree with, the EC premise, are more likely to disregard the relationship between emotions and learning. In doing so, the EC training experience is less engaging. A negative training experience can leave practitioners with lower confidence in the EC process. Even if they do use EC, because of a lack of understanding or belief, it is less likely to be productive. EC becomes increasingly specialised. With infrequent use and less personal reflection, the sporadic experiences lead to reinforcement of their disregard for the EC premises. This reaffirms their opinion, justifying further neglect, and leading to marginalisation or abandonment of EC.

Repeated, unsuccessful practice is stressful, and, as noted by Gottman *et al.* (1997:289), the physiological effects of stress compromises actions and thoughts. This can result in reverting back to more familiar practices:

“the result of diffuse physiological arousal is likely to lead to not processing information well and restricted access to recently acquired behaviours and thoughts. This then leads to an over reliance on pre-existing behaviour patterns and thoughts.”

Practice experience influences practitioners’ goals, aspirations and attitudes toward innovation, change and use of alternative strategies. Brown (2012) and Bandura (1994) recognised that levels of perceived self-efficacy correlate to personal motivation and contribute to anxiety and teacher burn-out. The negative feedback loop may reinforce a lower sense of efficacy, particularly if the experience is different to that of their colleagues. Lower efficacy and job satisfaction influence perceptions of ability to achieve educational goals, which are factors that are known to contribute to decisions to leave the profession (Brown, 2012; Frenzel, 2014; Helou *et al.*, 2016; Skaalvik & Skaalvik, 2015; Skinner *et al.*, 2014).

One primary school teacher admitted that in the setting, EC was easier with certain emotions such as sadness, fear and distress. With anger, when Jack had tried EC the poor response, led him to revert to behaviourist approach, because he believed: “I am not going to have that within my classroom, that is the boundary, I am not having that within my classroom” (16:546). Frenzel (2014) noted that anger is the most prominent negative emotion reported by teachers, and that misbehaviour was the most frequent cause for feeling anger towards children. Because it is perceived to be undesirable for those working in education to experience and display anger, it is often not acknowledged and so under-reported (Chang, 2009). Yet, forty-five years ago, Ginott (1972:72) highlighted that emotional taboos in education led to some individuals questioning their suitability for the profession; ‘some felt unfit for their calling because of the anger children provoked in them’. The expectation that practitioners should not express negative emotions, and only respond prosocially, to facilitate learning, remains dominant (Ashforth and Humphrey, 1993; Chang-Kredl and Kingsley, 2014;

Schutz *et al.*, 2007; Spilt *et al.*, 2011). This need to suppress anger ignores the innate, physiological effect of emotions (Porges, 2011, 2015), which increases teachers' emotional load. This contributes to burn-out (Beltman *et al.*, 2015; Chang-Kredl and Kingsley, 2014; Gross and John, 2003; Kenworthy *et al.*, 2014; Morris and Feldman, 1996; Philipp and Schupbach, 2010).

It is conceivable that the practitioner experiences both feedback loops, as they may hold differing views about specific emotions in certain environments. For example, Diana found using EC in her professional practice effective and effortless, and the training had affirmed her practice style. However, as a child she was brought up unaware of emotions, "emotions weren't something that were acknowledged you know" (13:402), and at home she struggled to verbalise her emotions. She had some difficulties regulating negative personal emotions, and usually tried to dismiss and disregard them. This approach follows the negative feedback loop, although her professional practice evidenced the positive loop. This concurs with Chang (2009, 2013:815) who suggested that 'teachers may have a different regulating mechanism in the class-room facing students than their daily encounters dealing with adults'. In Diana's case, since the integration of EC into her setting, she became aware of this disparity. EC "puts a different spin on it all", and she was beginning to address emotional responses in her personal life (13:132). The positive EC experiences in work gave her the confidence to further question her knowledge and understanding of emotions that translated into a sense of transformational empowerment in her personal emotional management (*Rose, Fuller, Gilbert and Palmer, 2011).

Earlier qualitative research I undertook (Gilbert *et al.* 2013) recognised that active engagement empowered practitioners in challenging their beliefs and changing practice. Some of the practitioners in this actual study, particularly in the positive feedback loop, felt able to question experiences and beliefs, which supported their adaption of practice. Ardel (2004) confirms the importance of experiential learning, noting that if knowledge is only understood intellectually it will remain theoretical and not lead to transformations in understanding. Insight comes from reflection on personal experience, and in doing so, transforms the individual by, giving an impetus to re-evaluate.

Education is a 'journey of lifelong learning' and 'learning and teaching by doing requires that we be willing to examine pre-conceived notions and values, and break down barriers that may have resulted from previous experiences' (Parr, 2006:135). To promote adult learning, Parr (2006:135) suggested that individuals must show willingness to take risks, to 'step outside comfort zones'. In this study, some practitioners, although willing to participate in new initiatives such as EC, still struggled to understand emotional behaviours. For Lorraine, "as adults coming into [EC], actually it's a very alien thing that we're doing" (2:237-8).

For practitioners, changing reactions to and reasoning about emotions was complicated and took time and effort. Emotional management and professional practice may be informed by divergent emotional views, with differing approaches being used within (and between) practitioners. These may not always reflect, or be aligned to, their over-arching emotional identity. Therefore, although the model (**Diagram 4.1**) seems to suggest that adopting or disregarding EC are distinct, linear and sequential pathways, this is too simplistic a representation of a more complex and evolving process. Heron (2009:18) summarised this, 'human skills are maculate skills, enriched by earthy granulation: they are more basic and worthwhile than the immaculate descriptions that service them'.

- *Raising emotional awareness*

Gottman *et al.*'s (1997:140) research recognised the powerful influence of 'namely the emotional baggage parents bring into the parenting role', which included emotional awareness. They noted that some parents displayed differing MEP for differing emotions and suggested that this reflected more a parental discomfort with a particular emotion, rather than differing attitudes. Interestingly, Cathy in this study noted that, before EC training, she had been uncomfortable in dealing with fear in children, because she had not experienced or understood it and was unsure of how to deal with it. After training, she accepted that all emotions were acceptable and needed to be acknowledged if she were to effectively support the child.

In this research, emotional awareness was considered integral to defining practitioners' emotional identities, and influential in their acceptance of EC.

Practitioners already using EC-informed practice, or in the process of adopting, adapting or normalising it into their practice, recognised the importance of emotional awareness. However, EC training increased their scrutiny of the role of emotions in themselves and settings. David decided there was “nothing more valuable you can bring to society than empathy, it’s key to all this” (5:604).

Emotional awareness and understanding contributed to practitioners’ comfort, commitment and engagement in using EC to promote SEL in settings. These findings agree with research that identified that practitioners with a sense of responsibility to improve personal SEL skills and commitment to promote emotional and social interactions in learning, tended to have greater awareness and acceptance of emotions in themselves and others (Brackett *et al.*, 2012; Ciucci *et al.*, 2015; Collie *et al.*, 2015). With greater awareness, practitioners are consistently more likely to accept and regulate their own emotional responses and recognise, accept and regulate those of the children. In addition, they evidenced a greater sense of professional competency and satisfaction.

Joseph and Newman (2010) suggested that emotional management in the workplace was an influential factor for work place performance, whilst Gross (2014) and Rawana *et al.* (2014) identified that emotional awareness was crucial for emotional regulation. Although Kirstie remained largely disapproving of emotions, she demonstrated a shift in her emotional awareness. She believed EC was unsuitable for general use; however, after training, she concluded: “I think [EC] would be in the back of my mind. If it needed to come up, but it wouldn’t be a tool I use all the time” (19:518-20). Whole setting training raised everyone’s emotional awareness - “definitely I think it was useful that you had all aspects, you had the teachers, you know you had the caretaker doing it, the dinner lady, everybody’s done it, so no one person can say that, you know that they can’t do it because of this reason” (19:544-8)...“even if I don’t agree with [EC], it’s not saying I wouldn’t do it, I just find it hard to agree with the whole” (19:742-3).

Zinsser *et al.* (2104:490) proposed that initial training for those working in educational settings should support practitioners to ‘acquire positive attitudes towards emotions, and a greater understanding of emotions, including their own’.

This study identified that EC training experience, in its structure, content and extended delivery, was considered by practitioners to support emotional awareness and provided practical information to support relation-based emotional regulation. It gave time and opportunity for practitioners to reflect on their own and others' roles, rights and responsibilities within setting contexts. This contributed to emotional identities and emotional competency with managing the self and others (Heron, 2009). As a result, some practices were "tweaked", some "supplemented" and some "radically changed" in relation to emotional regulation, but all experienced raised emotional awareness.

4.4: EC- A Discourse of Welfare, a Discourse of Control

“when I was talking with my colleagues round the table I would say, the other lady who was totally the opposite to me, I would imagine we come from very similar backgrounds, you know we’ve got, we’re pretty level with it and yet she’s got a totally different take on things than I have, so I think it’s how you are as a person” (19:496-502)

Gottman *et al.* (1997:19-20) advocated that communication between children and parents should be guided by two principles: ‘that the message preserves both the child’s, as well as the parents’, self-respect, and that statements of understanding *precede* statements of advice’. These principles inform the three steps of EC promoted by the MRP 0-19 project: to identify, empathise and label; to set limits; and to support problem solving. However, because of the differing relationships between practitioners and children, how these were translated into practice by individuals, and collectively as settings, varied.

Waters *et al.* (2010) advocate that practitioners adopt child-centred relationships to promote similar security and resiliency as parents can in children. Although practitioners are in *loco parentis*, their roles, responsibilities, and to a large degree, behaviours, are defined by professional bodies, governmental statutory guidance, societal expectation and setting cultures (DfE 2011c, 2014; NUT, 2012). There is now a statutory curriculum intended to develop transferable skills to manage adulthood and positively contribute to society (DfE, 2011c). Both the responsibilities and expectations define a practitioner’s professional self; however, how these are translated and expressed is dependent on emotional competency, and personal values and beliefs (MEP). Emotional competency and MEP inform emotional identity, which predisposes a practitioner to being largely acknowledging, dismissing or unknowing of emotions, but does not exclusively predict emotional response.

Learning occurs through observation, autonomic and automatic mimicry, and experience (Badenoch, 2008; Bialostok and Aronson, 2016; Prochazkova and Kret, 2017). Role-modelling is a powerful tool in teaching emotional regulation to

children (Calkins and Dollar, 2014; Denham *et al.*, 2012); this research identified it as supportive of the establishment and maintenance of EC within personal and setting practice. As Tony observed, role-modelling was essential, “we do have to be greater role models and take responsibility to be that role-model” (6:60-1). As Rogoff *et al.* (2003) noted, in western-style formal schooling, learning through observation is often under-utilised or ignored. Yet it is an innate learning tool that can be improved through guidance and practice. EC harnesses formal and informal observation to teach, recognising that:

‘given the opportunity to make choices, children can be expected to make many bad choices. They need to learn our values (like caring about how other people feel), and they learn these values largely from the way we treat them and how parents treat one another, not through lectures’

(Gottman *et al.*, 1997:23)

Some practitioners still focussed on the effects of negative emotions, rather than the emotions themselves. For example, Alice identified that children’s negative emotions took time away from helping others to learn “because I won’t be able to help ‘so and so’, because I’ll be trying to sort that out” (1:476-7). Others focussed on the child and the emotion; “I mean all he needed was somewhere to vent the aggression, and then someone who would just not judge him...you mustn’t do that because they are who they are. They are who their parents made them” (20:286-90). Lorraine recognised that EC promoted “mutual respect for each other and then it, it’s self-perpetuating” (2:1193).

Kirstie accused EC of appearing too lenient and lacking adult authority, “I think you’ve got to be careful you don’t cross the line with the EC and [children] think that you’re, that you’re too understanding, they need to have the line of ...no I’m still in charge actually” (19:687-90). Discipline, display of adult emotion and guidance are deemed necessary in managing children’s emotions, however, ‘it is the contempt and defensiveness, not anger that is destructive’ (Gottman *et al.*, 1997:22). In this way, it is the adult’s communication and response that can cause problems. Ginott (1975) recognised the need for children to learn about acceptable and unacceptable behaviours, and Gottman *et al.* (1997:23)

suggested there should be 'limits on actions, but not on feelings'. Fiona recognised this, "I think, um, it seems a softly approach at the beginning, but I think that everyone needs to remember that the fundamental aim of this approach is to get the kids to do the right thing...I don't, I don't shy away from saying that there are consequences to actions that are wrong, you have to do this, but it's just enabling them to be in a frame of mind to be able to acknowledge that" (8:647-656).

How practitioners translated and used EC in the setting seemed to depend on their: approach to emotions in themselves and others; level of expertise and familiarity with EC practice; perception of their role and responsibility as a practitioner; and the situational context. From the data analysis, it appeared that practitioners were using EC to evidence emotional care or manage behavioural control, or sometimes both. This happened with reference to others, such as children, parents and sometimes colleagues; however, EC was also used in self-regulation and reflection. Viewing EC through the lens of a discourse of 'welfare' or one of 'control' references the dualism and flexibility as a more authoritative or facilitative intervention.

- *a discourse of welfare*

As a discourse of welfare, EC promoted a more relational approach that recognised both parties' involvement. It acknowledged the physiology of emotional responses on learning. Heightened emotional behaviours were viewed as moments when adults needed to notice, support and empathise, rather than ignore or reprimand. Practice was described as more child-centred and emotions, just like maths and science, required repeated trial and error to be mastered. Lorraine noted "I think the proof of the pudding is absolutely when you hear a child say it to another child, you know 'I think you're very upset'" (2:864-5). There was therefore more acceptance and tolerance to, in Gottman *et al.*'s (1997:23) words, the innate 'childishness of children'. Practitioners acknowledged, some reluctantly, that their role must include teaching social and emotional skills alongside the academic.

Although in settings there is asymmetry of power in favour of the practitioner, this inequality was used to role-model consistent, respectful and supportive behaviours to others. Through ‘assisted empowerment of the less powerful agent(s) by the more powerful agent(s)’, EC promoted cooperation and sustained more mutualistic relationships (Karlberg, 2005:10). Nesta believed practitioners must show respect to children who, “have a right to be heard and have an opinion” (20:558). Tony, as a result of using EC, changed his opinions about the pupils, “they’re more adult about things and they can reason as well” (6:89-90). Showing respect was considered particularly important for those children without a voice in their home-life. Tina noted “to come to school and have it seen and shown, and acted as if it’s all totally fair, and they’re listened to, I think can actually change their lives, to how they would act, possibly when they grow up (3:35-8).

Social baseline theory suggests that performance is enhanced by the presence of familiar others, who provide joint resources that distribute risk and increase self-belief (Coan and Maresh, 2014; Coan and Sbarra, 2015). Teaching children about their emotions, and helping them verbalise, was believed to support SEL. Nesta saw herself as helping children to learn that it’s acceptable to show emotions, “that’s what we’re at really, it’s part of the teaching thing” (20:118). As noted by Waters *et al.* (2010), being able to vocalise feelings is empowering, because children expand their knowledge through effectively communicating their needs and accessing others’ knowledge to learn. EC’s problem-solving stage, contingent on the child’s developmental age and ability, involves the practitioner and child discussing alternatives to the current problem and future planning. Children are supported, in a non-confrontational and co-constructive style to encourage adoption of prosocial behaviours conducive to their participation and learning. It was seen as “a really positive way to help these children and teach those children, it’s a teaching thing as well because they need to be taught” (18:1117-20). This in turn increases social engagement and, with the nurturing support of adults and others, the acquisition of and the skills to manage negative and distressing emotions.

As a discourse of welfare, engaging in EC promoted nurturing relationships between staff and children, and improved children’s learning experience. Jack

claimed, “I don’t see how you can be doing your job if you’re not doing the EC” (16:134-5). Nancy considered that having a trusting relationship with a child showed care, allowing children to feel safe and better able to engage in learning. If “they’re not afraid to say things or do things for fear of making mistakes or I think [EC] is a really, it can be a really nurturing thing for them, and that can only be a good thing to help them with their learning I think” (4:383-8). This concurs with Siegel’s assertions that children need to feel ‘seen, safe, soothed and secure’ to optimise development (Siegel, 2012 a, b, 2014).

The quality of children’s relationships with practitioners is an important contributor to a child’s adaption and engagement in formal education (Breeman *et al.*, 2015; Frenzel, 2014; Pekrun and Linnenbrink-Garcia, 2014, Pianta *et al.*, 1995; Pianta and Stuhlman, 2004). A child’s ability to self-regulate and use their emotional knowledge to maintain non-disruptive relationships with teachers contributes positively to their learning and academic success (Salisch *et al.*, 2015; Wang *et al.*, 2016). This study identifies that positive EC results in settings also increases practitioner confidence and levels of job satisfaction, which further encourages positive engagements in learning. A secondary school practitioner believed that respectful relationships were foundational to learning. “If we forget to do that bit, all the rest of it is not going to mean anything anyway” (7:569). Rutten *et al.* (2013:3) identified ‘secure attachments, experiencing positive emotions and having a purpose in life are three important psychological building blocks of resilience’. EC encouraged the development and maintenance of secure relationships, increased positive experiences and supported children to take an active role in problem-solving. Fiona, a pastoral lead, summarised this as “I think [EC] can really change relationships and change the way kids see school” (8:797). By being empathetic, the child knows the adult is aware of their emotional state, and feels supported through role-modelling, rather than being invisible and controlled. Initially focusing on the feeling, rather than the child’s actions, helped practitioners to understand “their behaviours are difficult because of situations they don’t know how to deal with” (20:71), and so prompted help and support. Whole Setting training established and maintained EC as a discourse of welfare, as did opportunities for shared professional reflection. As a result of a shared EC approach informing the setting’s culture, there were more cooperative and open

general communications. With a shared focus on the child's emotions, EC was seen as an effective technique for use in heightened emotional moments. Time spent creating safe and secure environments and relationships, and promoting a caring approach, was synonymous with practice driven by a discourse of welfare. Over time, if successfully established, it became a preferred practice approach.

- *A discourse of control*

When practitioner goals were more adult-focussed, EC could be seen more as a discourse of control. As such, it was used more to contain than connect with emotions, and to manage others to use time more effectively. EC helped to prioritise the practitioners' agenda and was a positive way to "get [children] on your side real quick, rather than pushing them away" (6:320). It helped practitioners retain or regain power, with Tina noticing that EC had increased her control over children "answering back" (3:1a). Ruth felt she had used it to assert herself to stop a parent from sabotaging their conversation, "I wasn't letting him get away, if that makes sense. It was kind of a slight warning from me, I did not back away" (12:553-4). Fiona felt better able to self-regulate when using EC and so was more effective in difficult situations, "you can kind of control that, and that's really lovely" (8:843).

The EC training included basic knowledge of typical brain maturation; the effects of emotions on thought and behaviour; the function of social engagement and the stress response; the deleterious effects on health and learning from chronic stress and trauma; and the role of secure and safe relationships on emotional regulation and learning. The aim was to equip the practitioners with adequate knowledge to explain EC's 3-steps. However, although all practitioners expressed interest in the physiological aspect of emotions, how it was interpreted in current practice was sometimes challenging to their emotional identities. Behaviourist approaches, such as sanctions, were still the preferred option for some emotions and with some children. Naomi used step 1 with stronger emphasis on step 2, limit setting, noting "with some children actually we won't do the whole, we'll sort of give them the time to say, 'yes, I understand you're feeling like that or whatever' but then actually we will stop paying them attention"

(17:334-8). In this way, it was a technique to offer staged guidance for the practitioner, as Diana said, “I have found [EC] much more subtle, and it gives you a sense as a person, or that feeling, like you have got a bit of control because there’s something to hold onto” (13:377).

In fact, Gottman *et al.* (1996;1997) identified that EC was not appropriate for all emotional scenarios, and parents needed to have awareness of the child’s emotional self to ensure that their emotional response was genuine. This is easier for parents to achieve than for practitioners who have to deal with many children, for only part of their day. Naomi identified this as a professional dilemma, in that she recognised that some children were “doing things because actually they want to have all of that lovely attention and conversation”; however, “if they want that attention it must be because they need it, and I sort of get that, but in the context of school that’s not necessarily the right, the place to do it” (17:805-12).

With a discourse of control, emotions can be seen as manipulative, and children are believed to employ both their own and others’ emotions to gain unfair attention and unwarranted favour. This conscious awareness was also relevant to practitioners, in that, whenever possible, emotions should be controlled and hidden whilst working. Yet, frequent behavioural suppression and expression of false emotions has an incrementally damaging effect on personal and professional relationships and performance (Gross and John, 2003; Kenworthy *et al.*, 2014; Philipp and Schupbach, 2010).

Practitioners with more traditional roles and status perceptions, expect respect and trust from children and may reflect less on how their behaviours and emotions may contribute to situations. Relationships were not prioritised as integral to learning, and emotional displays considered disruptive, distracting and unnecessary. Kirstie saw EC for “the ones who, that are always misbehaving if you like” (19:103-4), so a specialised technique for highly disruptive behaviours or specific children. The lack of awareness or concern with the emotional aspects of learning may be reflective of the hegemony of emotional skills being considered non-statutory and non-cognitive (Gutman and Schoon, 2013). Emotions could be acknowledged but marginalised due to the apparent

precedence of measurable outcomes of the statutory components of the National Curriculum (Bonell *et al.*, 2014; OFSTED, 2015).

Whilst EC was most appropriately used with children in settings, adapting it for use with adults was seen as more challenging. As a discourse of control, EC was considered less acceptable for use with colleagues, because it was seen as a teaching technique, used to manage emotions and behaviours, and, as such, considered to be intrusive, manipulative and belittling. Reeck *et al.* (2016) observed that if another's intervention signals are perceived as an inability to manage personal emotions, it may be interpreted as inflammatory rather than supportive. Lorraine expressed reservations about using EC with her colleagues and commented "if somebody came to me and said, 'Lorraine, I can see you're feeling very angry', I'd be wanting to go 'whoa, that's my emotion'" (2:609-11).

Settings where EC was viewed more as a discourse of control appeared more rule driven. Professional development was associated with staff status or management priorities, which created unequal access and opportunity. One TA was disappointed that in her setting, her grade was unable to attend the networks, and as a result she felt excluded and lost interest in practising EC. This supports the notions that adverse practitioner experience, unmet expectations and poor guidance contribute to confusion and lower practitioner engagement and perseverance (Banerjee *et al.*, 2014; Humphrey *et al.*, 2013; Pearson *et al.*, 2015).

- *EC practice spectrum*

'Discourse systems are in no sense pure or self-contained. They are embedded in the social world and they have porous boundaries...they are mutually constitutive and dually ordered' (Mohr, 2005:355). Indeed, differentiation between EC as a discourse of welfare or control does not suggest that one is more or less appropriate or indicates a particular degree of care. It merely suggests that EC can have different motivation and focus. This corresponds with Heron's (2009:6) research on interventions, noting 'authoritative interventions are neither more or less useful and valuable than facilitative ones'. Authoritative

interventions are hierarchical with practitioners taking overarching responsibility for 'the other'; whereas, facilitative interventions are more focussed on empowering 'the other' to take responsibility and control. He suggests that traditionally, facilitative interventions are often ignored, and the lack of balance makes the authoritative ineffectual and problematic. Equally, facilitative interventions without authentic authoritarian interventions can be unproductive. Both forms of intervention are needed as they synergise, which involves skill without the abuse of power by the practitioner or 'the other'. As noted by Gottman *et al.* (1996;1997), the skill is the adults' ability to adapt the balance between authoritative and facilitative to enable a sense of security and empowerment in 'the other'.

Diagram **4.2** (below) is a simplified representation of the EC practice spectrum (ECPS). The development of skills in recognising emotions and managing emotional situations are considered cumulative and incremental; therefore, EC use was not static and, in reality, more ambiguous and complex than proposed in the diagram.

EC PRACTICE SPECTRUM	
Discourse of Welfare ←	→ Discourse of Control
Emotions are fundamental to learning	Emotions, particularly negative ones, distract from learning
More accepting of innate, universal physiological effects of emotions on learning (concentration and self-regulation)	Marginalise physiological effects of emotions on learning (concentration and self-regulation)
Integral link between behaviour & emotion	Separation of behaviour and emotion
See all emotions as valid, but not all behaviours are acceptable	Some emotions (negative-particularly anger) not appropriate in settings
More aware of emotional identity	Less aware of emotional identity
More integrated personal and professional self	Greater differentiation between personal and professional selves
Co-construct relationships, relationships matter in learning	Adults control relationships, relationships not necessarily a priority for learning
More accepting of emotions in others	Less accepting of emotions in others
Emotions need to be understood and explored	Emotions to be controlled
Emotional behaviours reflect levels of child's security, adaptability and control	Children can manipulate emotions for power/strength and control
Relational approach: emotional moments are teaching moments	Adapted behavioural approach: Sanctions and rewards primary importance for behaviour control
Aware of child's need for emotional regulation	Aware of practitioners need to prioritize curriculum
Emotional awareness and control can be learnt through role-modelling, trial and error and guidance	Emotional awareness and control is needed in settings, so should be consistently enforced by adults
Support for whole setting approach for Continual Professional Development (CPD) Positive model	CPD needs driven/ role driven, operates more as a deficit model
More relational-focussed setting	More rule-driven settings
Focus more on holistic curriculum	Priority more on academic curriculum (NC)
Used to develop a more sustainable holistic setting culture	Used to support and maintain an established setting culture
More flattened and distributed hierarchy	More vertical, traditional hierarchy
Used more as a relational approach and an emotional teaching technique	Used more as a specific control technique
Practitioner 'EC Receptive', experienced in EC use	Practitioner 'EC undecided' or 'EC unreceptive', recently trained in EC, less experienced in EC use
Child Focussed Goals ←	→ Adult Focussed Goals

Diagram 4.2 EC Practice Spectrum (ECPS)

From further analysis, it became evident that, although practitioners may be more predisposed through their emotional identities and experience to favour certain types of EC use, they also used EC to achieve adult, child and shared goals, concurring with Gottman *et al.*'s findings (1996;1997). Cuicci *et al.* (2015) also identified that early years teachers adopted either coaching or dismissing styles, but when styles were incompatible with specific contexts and situations, they could adapt their style accordingly.

Nesta was familiar with EC in her practice approach, and the EC training confirmed her emotional identity. She believed EC was also useful with adults and promoted wellbeing and resilience, “because I think you also need it with, when you’re working with other adults” (20:426-7). She used EC as a discourse of welfare, seeing it as an approach that promoted positive, interpersonal interactions, and these were important to her level of personal productivity and happiness (Yano, 2013). Stein and Grant (2014:518) analysed 227, Australian first-year psychology undergraduates’ wellbeing questionnaires and identified ‘positive experiences (rather than dysfunction attitudes) facilitate increased self-insight, enhanced core self-evaluations, and ultimately results in increased subjective well-being’.

Those that were less aligned in emotional identity to EC, or had recently adapted their practice approach to incorporate EC, were less familiar and initially more likely to use EC in situations of heightened emotional behaviours that demanded immediate management. In these cases, EC was more aligned to a discourse of control, with an emphasis on adult-focussed goals. However, with successful use, EC moved from a specialist technique to one used in a greater variety of situations because EC was “not just about slapping down bad behaviour but about building up the positive” (7:736). By focusing attention on the feelings underlying behaviour, rather than just behaviour modification, EC offered an alternative. In doing so, EC moved from being used as a technique to become more of a general approach. This will be discussed in the next section, but as noted by Jane, changes of EC use are not easy to monitor, “because it evolves you don’t notice it do you, but when you reflect back you think, oh, actually” (14:895-7).

4.5 Emotion Coaching- A way of Being and a Way of Becoming

“you have to be a certain type of person to be able to feel it and, but, you can evolve to be that type of person” (6:755-6)

EC practice does not appear to be fixed by time or place but evolves through use. It is both a technique to manage specific emotional situations in the moment, and as an approach to manage emotions in general. For those practitioners whose practice was already emotion focussed and relationally based, EC provided a label or gave permission and confidence to actively promote their own style of practice. The training gave time to reflect with colleagues, to fine-tune and better align practice in their setting. For those less confident or unfamiliar with EC, generally unaware of emotions or disapproving of specific emotions, the training was an opportunity to reconsider, and from a new perspective, trial EC. For all, including those largely disapproving of emotions, with compromised training experiences, or less supportive of EC, engagement with EC raised their emotional awareness. The EC training provided time and an opportunity, a rarity in settings, to reflect on emotions, personal practice and setting culture.

- *Those natural [sic] and novice emotion coaches*

EC is a relational-based model that offered an alternative approach to traditional behavioural strategies to manage emotions. In using EC, practitioners reported incremental, gradual or transformational changes to their emotional identities and practice. Some diversified it into their personal lives, whilst others chose to keep it for use in either personal or professional selves.

Viewing EC as an approach, rather than as a technique, was more common in those who considered EC to be more closely aligned to their current practice, and complementary to their emotional identities. These practitioners used it regularly and Kirstie recognised, “I can see some people would be better at [EC] than others, and I think the people we have in those particular roles probably do it anyway” (19:264-6). Ruth described EC as routine “you’d just do it, as you would wouldn’t you of the other things that you put into practice” (12:83-4). Naomi felt

EC was “that sort of aspect of how you are and what you bring to it, is very, very important in what you do as a practitioner” (17:680-2). EC was seen very much as part of the practitioner, their ‘being’, and so required less effort to adopt and adapt into practice. As Ruth noted “you don’t even think oh it’s a technique, it just does become part of your practice” (12:160). Therefore, whether EC was defined as a technique or approach seemed less important for these practitioners, it was viewed as ‘a way of being’ that informs, and was informed by, emotional identities and practice approach.

For practitioners unfamiliar with a relational approach to emotions, or those with more adult-focussed goals, EC was viewed, and initially used, as a technique or tool to better manage emotional moments. EC’s three steps helped practitioners structure their ‘way of being’ for such moments, allowing them to be supportive, empathetic and calming. It allowed them to focus on the emotions underlying the behaviours, in an attempt to prevent further escalation and calm the child. Practitioners supported the child to explore and better understand the emotional situation and behaviours and co-construct more effective responses. Practitioners suggested that EC also regulated their own emotional response to emotional behaviours, allowing them to feel more calm and proficient to support others’ regulation. This concurs with the findings of *Rose, McGuire-Snieckus and Gilbert (2015) who suggested a relationship between EC use, practitioner self-regulation and professional performance. With successful EC usage, this ‘way of being’ develops and becomes a preferred management style. Increased practitioner confidence in EC resulted in more frequent and creative use. Over time, EC became less of a specific technique and more a general approach to managing emotional communications in everyday practice. As noted by Toya “the more and more I use it, the more I see the outcome, the more and more it will become embedded as a process” (9:601).

Gottman *et al.* (1997:178) suggested that children’s social skills improved through parent EC modelling, personal engagement in the EC interactions and because skills developed to ‘learn how to learn in emotionally challenging situations’. With engagement in multiple situations, a child learnt a wider repertoire of social skills and a greater awareness to social expectations. This supported emotional

responses that offered greater adaptability to conform to appropriate etiquette expectations and support social engagement. I propose that practitioner EC engagement and use followed a similar trajectory, in that this study evidences that practitioners recognised the power of experiential learning and reflection. There was a consensus of the necessity to 'do EC' in order to adopt, improve effectiveness and normalise it into practice. This indicates that EC requires experiential repetition and fine-tuning to master effectively and so embed in practice.

EC in settings can be viewed as a spiralling, contingent and recursive learning process that raised practitioners' emotional awareness, changing their approach and influencing emotional identity. So, it could be said that, through practice, EC was 'a way of being and a way of becoming'. As Cathy mused "I don't know whether I've got to grips with it, I am on the process, in the process of thinking about it...and I don't know whether that will ever stop actually" (7:533-8). As suggested in the MECE (Diagram **4.1**), EC, although a cumulative process, can also be a single transaction. Conceptualising EC as a technique and an approach, a way of being and a way of becoming, captures the adaptability and evolutionary learning experience for adults using EC in their practice.

Fiona (figure **4.1**) was aware of emotions but had been rather disapproving of them in settings. This meant that the EC premise and training challenged her emotional identity and practice. However, she fully engaged and used EC successfully in her practice. She believed that her approach to emotions was transformed by using EC, which changed from being primarily adult to more child-focussed, shifting from a discourse of control to one more aligned to a discourse of welfare.

Figure 4.1**Transforming Practice**

Fiona was sceptical of the need for EC in schools. She saw schools as needing to be rule driven places to prioritise academic learning. Although she believed she was emotionally aware and empathetic, she felt EC appeared rather “wishy-washy” (31) and unnecessary. However, the school adopted a whole school approach to training. Having time to reflect helped her realise communication was bi-directional “you suddenly think that some really difficult situations have been caused by me not using emotion coaching and by me being tired and grumpy” (216-8). She was surprised at how successful EC was with children and how it helped to improve her every day relationships with them. EC “really enabled me to connect with them in a way that it hasn’t, I haven’t quite done before” (480). As a result of the positive effects she increased her EC usage, to include a greater variety of situations, and with different children and parents. As a practitioner, she believed she was now calmer, and in more in control of her own emotions as well - “I don’t get angry as much, I don’t get frustrated as much because, um, the children aren’t getting as angry and as frustrated” (63-5). Additionally, Fiona was “feeling more competent about expressing what I think, acknowledging certain feelings in my own life- this is new to me” (538). She had noticed that “if you use it properly it teaches you a little bit about your own emotional state as well” (417)

Reflecting on her pre-and post-training practice, Fiona commented, “when I first came, my end game is the children in particular situations who are outside the classroom or whatever or, kicking off, is to get them to do what I want them to do, so get them back in, and get them learning, get, and that is still the end game. But that isn’t my overriding aim, my overriding aim now is to get them calm and get them into a position in which we can look at what is actually best for them at that moment. So, it’s taking myself out of the equation and actually just centring on what is best for them” (108-117). Her practice was now more child focussed “it[EC] gives them[children] a sense that there’s someone in school who understands and that they can trust” (137-9). Recognising that her use of EC had changed from specialised: “when I was kind of at the end of my tether, and didn’t know where else to go, whereas now it’s my first port of call. And – so that’s where I’ll go” (47-50). It was now her common practice, “I’m flexible with how I use it in different situations, but I think the fundamentals of it have been great and surprising, surprising!” (826-7).

Therefore, training coupled with successful use of EC sustains use and can influence emotional awareness and understanding leading to changes in emotional identities, perceptions about the role of relationships and emotional approach to others. My findings resonate with the findings of Sneyers *et al.* (2016), who identified that in-service courses that included neurocognitive training had the greatest impact on attitude. Practitioners ‘showed a greater awareness of their own state of mind, their own and others’ functioning’ (2016:259). This was reflected in their perception of impact including:

experiencing less stress in the classroom; more confidence; less impulsiveness and more ability to hold a perspective on situations; better child-practitioner and colleagues' relationships and engagement with management.

- *Exploring ineffectual EC practice*

In this research, there is less data evidence, so less opportunity to explore perceptions of ineffectual EC use. This reflects the demographics of practitioners who largely accepted the EC premise, and mainly had positive experiences of using EC. However, some practitioners found that EC was not always effective in calming situations and supporting others' emotional regulation. Katz *et al.* (2012:421) research into parents' use of EC informed practice noted that 'some children, whether because of temperament or physiological regulatory abilities, may be more amenable to EC than others'. One explanation offered was that, although EC was thought to be universally appropriate, some children did not have the maturity or capacity to engage fully.

The findings from Rose *et al.* (2016a; 2016b) *Rose and Gilbert (2017), identified a need for additional and differentiated support for some children. EC was believed to be universally applicable in settings, and research evidenced it also supported some children all with behavioural issues (Havighurst *et al.*, 2013; *Gus, Rose, Gilbert and Kilby 2017; Rose and McGuire-Snieckus, 2014). However, supplementary setting support for some children, and specialist provision for a minority of children identified with specific, additional needs is also required (*Parker, Rose and Gilbert, 2016; *Rose and Gilbert, 2017). This acknowledges the detrimental consequences of psychosocial and physical deprivation on children's mental health and wellbeing (Allen, 2011; Balbernie, 2001; Badenoch, 2008; Feinstein, 2015; Heller and LaPierre, 2012; Marmot Review, 2010, Montgomery, 2013; NSCDC, 2012; Sadates and Dex, 2012; Shonkoff and Garner, 2012; Van Der Kolk, 2014).

Attention, memory, decision making, and social functioning are all profoundly affected by and subsumed within emotional processes, with feeling of distress leading to hormonal responses, which compromise the brain's capacity to learn.

Nesta identified that there were sometimes factors beyond practitioners control, that affected children's emotional reciprocity. EC worked well with children who felt safe to explore their feelings, but some children "I've found it doesn't work, and again that's their life, their miniature life experience that they've had, they can't deal with the way that I almost give them free right if you like, to explore the way they're feeling. They don't, they want to shut down" (20:609-13). Therefore, because of children's personal circumstances, she believed they had differing capabilities to participate, independent of developmental age, maturity or temperament. Personal circumstances influence engagement and self-regulation of emotions and pro-social decision-making, (Badenoch, 2008; Van de Kolk, 2014), perhaps accounting for EC apparent ineffectiveness with some children.

Reeck *et al.* (2016) identified that, without established or trusting relationships, the intentions of the social regulator can be misinterpreted. Their actions are perceived as intrusive and inauthentic, rather than supportive, and can trigger interpersonal conflict, which increases the negativity of the emotional situation. Practitioners recognised EC was most successful when time had been spent to establish trusting, safe and respectful relationships, supporting Reeck *et al.* (2016).

Children with a higher sense of belonging, evidenced increased levels of interest, academic competence, expectations of achievement and less anxiety (Osterman, 2000). Practitioner instructional style, positive interpersonal interactions and affective regard for trust, respect and comfort support a sense of student belonging (DeCuir-Gunby and Williams- Johnson, 2014). With time, EC is believed to support the development and maintenance of trusting relationships with children, and I would suggest that it may also promote children's 'sense of belonging'. Through a combination of physiological maturation, feeling safe and secure in their environment and access to nurturing relationships, children's neuronal networks connect and integrate to function more effectively, enabling successful engagement in learning (Goleman, 2008:4; Immordino-Yang and Damasio, 2007; Porges, 2011; Siegel, 2012a).

When practitioners perceived EC as ineffective they were reflective about contributory factors. However, levels of personal skill to emotionally self-regulate,

or act as an effective social regulator of others' emotions, were not disclosed. Yet, Reeck *et al.* (2016) identified that regulating others' emotions requires skills in cognitive reappraisal, synchronicity and shared understanding. These skills were critical for each stage, but particularly initially, and this is also true for Step 1 of EC. With EC, the practitioner needs to identify, label and empathise with the emotions informing the child's behaviour, and successful social regulation of others' emotions requires correct identification of the other's emotional state. Practitioners identified Step 1 of EC as vital to connect, calm and control escalation, "it's amazing what just a turn of phrase will do, and I come back to that, and I am still consistently surprised at that recognition for a child and being, enabling them to label that emotion, I think is the most powerful thing you can do" (8:94-8). This is consistent with Jacobs and Gross' (2015:187) review of emotional regulation that identified 'regulatory processes that target earlier stages of the emotion generative cycle are more effective at decreasing the emotional response than later processes that target components of the emotional response itself'. When regulating the emotions of others, there needs to be swift recognition and understanding of the nature of the emotion, what stimuli triggered it and the potential behavioural responses.

Practitioners' differing emotional identities and acceptance of EC was considered contributory to the variability of EC use. However, there was an implicit assumption that, having attended EC training, all practitioners could and would competently recognise their own and others' emotions, and command an emotional language repertoire to communicate effectively. Yet, accurate identification of emotions requires skill, will, and emotional awareness (Geisler and Schröder- Abé, 2015; Heron, 2009; Reeck *et al.*, 2016). For practitioners who are, or have been, 'unknowing' or 'disapproving' of emotions this may be challenging. Less effective regulatory skills, lower confidence and a more restricted emotional vocabulary may lead to fewer synchronised interactions and a deterioration in, rather than amelioration of, situations. For the practitioner, disappointing EC experience may then reinforce EC as ineffective in practice, rather than provoke reflection of themselves, others, or the situation.

Changing the outward appearance of a social regulator's emotional response can

help to regulate others' emotions, but does not alter their emotional experience (Reeck *et al.*, 2016). For those with lower self-regulatory strength, the additional effort required, can compromise attention to, and memory of, the contextual stimuli. Practitioners who are new to EC, or have divergent emotional reactions, responses and reasoning, may need to rely on greater self-regulation and suppression of their actual emotional responses. This leads to increasing physiological arousal, which then can impair subsequent cognitive reappraisal and emotional engagements (Geisler and Schröder- Abé, 2015; Gottman *et al.* 1997; Gross, 2002). If the outcome is compromised EC performance, this again can be interpreted as ineffectual practice or personal failure, reinforcing the reluctance to continue.

Along with disciplinary issues, dissatisfaction with personal teaching performance and a perceived inability to improve performance triggered teachers' anxiety (Chang, 2009; Skinner, Pitzer and Brule, 2014). Sustained personal effort needed to regulate emotions, in order to comply with professional expectations, also increased emotional exhaustion and job satisfaction deteriorated (Goldberg and Grandey, 2007; Frenzel, 2014; Mikolajczak *et al.*, 2007; Näring, *et al.*, 2012). Maslach and Leiter (2001) recognised that emotional exhaustion, feelings of pessimism, lack of engagement in the job, experiencing a sense of ineffectiveness and a lack of professional efficacy were recursive and contingent dimensions that contributed to practitioner burnout.

In accordance with the self-determination theory of motivation (Deci and Ryan, 1985 cited in Skinner *et al.*, 2014) practitioners, like children, need to experience relatedness, competency and autonomy. Their relationships with the children are important and influential, and their reasoning on children's behaviour is instrumental to the valence of their felt-emotions. Sources of teachers' disaffected emotions included appraising children's behaviour as being intentionally and personally insulting, impeding teaching goals and making the teacher feel incompetent (Chang, 2009;2013; Frenzel, 2014).

Shapiro *et al.*, (2013) suggest that responses to behaviour depend on whether adults believe the behaviour is controllable or not. Attributional theory suggests

that the cause for lack of achievement or success affects subsequent motivation, persistence and expectations about future attempts. With unexpected or unwanted behavioural responses, setbacks, the greater the perception of volition of control of the other, the more likely anger and retaliation are to be the responses. Therefore, if practitioners believe that a child is being intentionally rude, they are more likely to respond punitively than if they think the behaviour reflects issues beyond their control.

In settings where practitioners 'displayed high levels of responsivity, sensitivity, and support for child autonomy', and provided 'interactions with children characterised by emotional warmth and positive expressions, contingent responses to children's cues, and encouragement of children's autonomy', children demonstrated higher inhibitory control and phonological skills (Hatfield *et al.*, 2016:569 and 568). The suggestion is that practitioners are more effective when, rather than labelling students as disrespectful, they learn skills to understand the reasons behind behaviours (Chang, 2013; Pianta and Hamre, 2009). This study concurs in that, through training and practise, EC promotes a greater awareness and understanding of emotions, in self and others, through respectful and empathetic interactions.

4.6 Emotion Coaching- A Whole Setting Approach

“You had the teachers, you know you had the caretaker doing it, the dinner lady, everybody’s done it, so no one person can say that, you know that they can’t do it because of this reason, everybody has had the same opportunity to take it on board”
(19:750-3)

The pressures to shift from holistic curriculum development to the National Curriculum, a goal specific academic programme that restrictively structures the school day, compromises SEL (Hutchings, 2015; Thorley, 2016). Craig (2007) believed that lesson-based emotional and social wellbeing teaching programmes were a form of child indoctrination, and a more effective and reasonable alternative was SEL through the promotion of a reasonable and empathetic school ethos. Settings guided by fair and consistent rules and boundaries, make health and wellbeing foundational and harmonised with the setting ethos (Craig, 2007; Pearson *et al.*, 2015). This also increased the time available to be spent on statutory subjects, a major concern for educational communities (Adi *et al.*, 2007; Pearson *et al.*, 2015).

Whole setting EC training was advised in the MRP 0-19 project. The training programme included a traditional training day, to deliver factual information about EC, followed by four interactive peer-led learning sessions networks to adapt and embed EC into the setting. However, as noted earlier, not all practitioners were able to attend either the whole setting sessions or the whole training experience, in part because of restrictive staffing and timetabling issues. In education, a lack of established guidance for emotional management training provision is a well-recognised dilemma (Ahn and Stifter, 2006; Ginott, 1972; Jakhelln, 2011; OFSTED, 2015). Having the resources, space and ability to train all staff together was difficult for settings, and for those that had practitioners who neither have the tradition nor support for ongoing professional development.

A commitment from the leadership and management team was necessary for integration of EC into both individual practice and setting culture. Lorraine believed that it was her responsibility to be an effective role-model for staff “I think

the lead in the school has to have an absolute belief that it's the right thing to do. And even if staff go, no it's a load of rubbish...however, I think it's really important" (2:927). Collie *et al.* (2015) found that practitioners in settings that had unsupportive SEL cultures experienced more stress than those who were personally uncomfortable with teaching SEL but in supportive settings. This need for demonstrable commitment by senior team members was also recognised by one large secondary school, who chose to train all senior practitioners and the managerial team in EC. They then used a cascade model to train the rest of the school staff, including ancillary staff. It was believed that "because it was embedded in management and senior staff it was easier to sell to the rest of the staff and the cover supervisors and TA's" (7:205). Sharing the same EC training as senior members was appreciated by the junior and ancillary staff, and affirmed a sense of collective identity. One of the managerial team reported that a staff member told her "I'll listen to you 'coz we've done this together" (7:450).

A TA with PSHE setting-lead responsibility, agreed, noting "a team approach and supportive head are crucial for EC success" (18:626). She felt this was particularly pertinent as, for some staff, the traditional relational power and status disparities could undermine EC uptake. She recognised "difficulties of being PSHE and only a TA" (1:214) and, although she had "lots of respect from all of the teachers at the school, which is fantastic, I am still a TA telling them. So, it may need to come from above" (1:218-9). This was particularly apposite "if you've got teachers who have been teaching for twenty years" (1:221-2), as it further confirmed EC credibility. Chloe agreed, believing "I don't think it would have been so much to the fore had it just been the TAs doing it, because there wouldn't have been that level of involvement" (21:641-3).

Although whole setting training was not always achieved, Naomi still agreed it was important for staff to feel that the management treated them all with respect and care. She believed "if they look after people effectively we get much more out of them" (17:736-7). The training was recognised as giving staff a sense that "that they fulfil a valued role, you know, they're not just here to fill up a space, that actually you have a professional role and I think it helps that" (17:637-40). Collie *et al.* (2015) found that practitioner levels of job satisfaction and stress were

influenced by their perceptions of setting culture to SEL, and their personal comfort with and commitment to improving skill levels. In this study, it would seem that when staff shared full training in EC, there was a willingness to continue to engage as a setting. This references a social psychologist view of social cognition, in that, people can and will change their thoughts and behaviours depending on the interpersonal relationships with that individual or group (Jost *et al.*, 1998).

Practitioners acknowledged that EC, and particularly the whole setting EC training, had raised emotional awareness, resulting in individual and collective benefits. Tony suggested staff relationships were more empathetic and staff seemed “happier and calmer” (6:411). The shared training experience led to more conversations about educational practice, increasing understanding of differing practitioner approaches. Caitlin found that even practitioners who found EC more challenging, were prepared to talk and share viewpoints “and it’s good that people are confident enough to say, ‘actually, I don’t need this in my life’ and they’re also very confident people, and maybe, but it’s getting them to see, actually, you might not need it, but [the children] actually do need it” (18:569-73). Chloe was aware that some staff struggled with EC “but it’s been seen as a whole school thing and, I think we’ve been talking about it more, as a staff, between us” (21:649-51). Diana commented that the WSA meant “we can talk about, because we’re all aware, we can talk about how we deal with the parents in the group and dealing with difficult situations, from that emotional point of view” (13:142-5). Supportive management and shared training is known to promote a positive collective identity, helping to nurture and encourage personal and communal competency and confidence (Banerjee *et al.*, 2014; Brown, 2012; Cross and Hong, 2012; Runhaar *et al.*, 2010).

Sustaining EC by normalising it in everyday practice was believed to be of collective benefit. As Lucy claimed, “if everybody could use it then, you know, and did use it, then it would be, would probably be a much better place” (10:737-9). EC was thought to promote continuing and cumulative setting benefits, “recognizing that as you progress, it becomes established in the school and relationships blossom and the long-term gain is massive” (8:497). This was

summed up by one head who suggested that since implementation “[EC is] what we do. It’s the way we are” (2:1198). Establishing EC in as a whole setting practice can sustain supportive relational based culture, and is the fourth stage of the conceptual MECE (**Diagram 4.1**).

The goal for whole setting EC was not for all staff to adopt the same practice, but to offer opportunities in recognising that everyone is managing emotions in themselves and others. Children learn more efficiently when they feel safe and secure in their relationships and surrounding, and consistently reliable adults sustain this (Cozolino, 2013, 2014; Siegel, 2012a). Although Kirstie found the EC training difficult, “because I don’t agree with, morally with, EC” (19:45-6), she saw advantages; “everybody’s done it, so no one person can say that, you know that they can’t do it because of this reason generally they do use it across the board, from what I understand they try and use that concept, um, in the school, so it’s quite consistent” (19:547-53). In early years, whole setting training was more commonly recognised as beneficial “I think it made it more, sort of acceptable and a more kind of, because everyone went on the training here” (12:47-9).

Those struggling to accept the EC premise, less satisfied with its outcomes, or emotionally challenged by its use, may have found a whole setting agenda reduced acceptance of its use. Verbal and behavioural reactance can occur when autonomy is perceived as threatened (Dowd *et al.*, 1991). Middleton *et al.* (2015) noted verbal and behavioural reaction responses may be influenced by individual’s EI, levels of empathy and gender. The degree to which practitioners should change their persona for their profession is debateable, and concerned Caitlin “separating it into, well actually this is part of your job and this is part of your role and this is the part, and this is part of a teacher, is a step that I think a lot of schools have yet to make” (18:1147-50). Emotional dissonance between personal and institutional expectations is recognised as a stressor that contributes to emotional exhaustion and decreased job satisfaction (Goldberg and Grandey, 2007; Frenzel, 2014; Kenworthy *et al.*, 2014; Mikolajczak *et al.*, 2007; Näring *et al.*, 2012; Philipp and Schupbach, 2010; Skaalvik and Skaalvik, 2009).

A manager of one of the Children's Centres admitted that, although she fully embraced EC, she felt professional exhaustion and frustration from constantly trying to change others' practice. Heatherton and Wagner (2011) found that as self-regulatory resources are depleted, personal emotional reactivity increased. Always feeling challenged by the emotional labour of work can lead to demoralisation and feelings of isolation, and despair (Goldberg and Grandey, 2007; Frenzel, 2014; Mikolajczak *et al.*, 2007; Näring *et al.*, 2012).

Changing practice was recognised as difficult and time consuming, and some voiced doubts about having the requisite skills, expertise or time for all practitioners to train and sustain EC. "[EC] has got to be constantly revised, and reviewed because otherwise you're going to have staff in school very quickly who don't recognise it and understand it and see the point of it, and don't use it as a result" (2:953-56). Those responsible for training were aware that they too were learning "I think I'm on a journey in terms of my leadership" (9:25). EC was often referred to as a continuing learning experience, with Cathy admitting she "sees [EC] as a never-ending process, as the more you think about it the more complex it becomes" (7:537). Toya claimed, "I think the more and more I use it the more and more I see the outcome, the more and more it will become embedded as a process" (9:601-3). Naomi agreed "the more that it can be embedded as a sort of routine way of dealing with things, then the less time-consuming in a way it is, and it's sort of seeing it as the overall picture" (17:1119-23).

The research findings suggest practitioners believe that EC is a supportive and adaptable practice to manage emotions in settings. With increased understanding of the physiological and psychological relationship between emotions and learning and practice, there was evidence of raised emotional awareness. Combined with consistent EC role modelling, this supported everyday teaching opportunities, empowering children to take responsibility for self-regulation. Shared practitioner reflections were considered essential and constructive, with Cathy claiming, "actually I think if we hadn't had those network meetings we might have not been where we are now" (7:186-9). However, to establish and maintain EC as a WSA there needs to be commitment from

management. The EC training, whole setting practice and the three-step approach contributed to the promotion, validation and maintenance of holistic and nurturing practice. It helped to construct and sustain the construction of EC communities

4.7 Emotion Coaching- A biopsychosocial ecological systems model

“it’s been quite a significant post course kind of process for me... How it then weaved you know, how that looked for parents, that we work with, how that looked for staff, how that looked for me in terms of being a mum, personally”
(9:239-47)

Some of the practitioners suggested that EC was appropriate and applicable for use, not just in settings, but in community-wide children’s services. Toya reckoned EC “needs to be reinforced in the settings or where [parents] go in a way, so if their child then goes on to, you know, um, day care or you know a preschool or whatever, that the staff are kind of, you know that, it is that consistency we used throughout” (9:314-8). It was seen as a transferable, relational approach to support emotional regulation and promote personal responsibilities and was, therefore, beneficial for all communities and all ages, “if we were all reinforcing that message right from dot, you know right from when the baby is born, then that I think is key” (9:34). Lucy concurred, “if we’re all, if we’ve all got that information we’re all using the same tactics then that has to have a better effect on [children’s] mental health in the long run” (10:426-8). These suggestions echo Heron’s (2009) call for parenting and education to promote the development of emotional competences with the same commitment and drive as intellectual development.

Diana believed that EC contributed to better working relationships with multi-agency services in early years, leading to increased capacity and efficiency: “I think continuing to work with partners and that’s a key thing we do, at children’s centres the funding is so tight...we’ve got to work smarter...but the only way to work together is to have an understanding and empathise, um, and by having that empathy, you can then work out ways of working together that’s mutually beneficial” (13:432-43). Indeed, the findings from the Rose and McGuire-Snieckus (2014) evaluation of a county-wide intervention, which included EC, in settings to support children identified as vulnerable and in need of specialist support, suggested that, in comparison to placement in a specialist unit in a school, supporting the child and practitioners accrued one-tenth of the cost. It had

the effect of improving the practitioners' confidence to support children with additional needs and allowed the child to remain in their settings with established supportive relationships and networks.

To create practical and strategic child development interventions that better reflect, and accommodate the diversity of the lived experience, there is a call to recognise the relational complexity of biological, psychological and social components of behaviours in relation to differing environmental contexts (Sabol and Pianta, 2012). Social learning theory is the bedrock of many parenting programmes; however, when interventions do not produce improved behaviours intervention-manuals do not provide additional resources (Scott and Dads, 2009). This leaves practitioners feeling disillusioned and families remaining in need. Combining attachment, attributional and constructivist/constructionist systems theories with social learning theory acknowledges: the biological drive for relational security and social interaction; the potential for the brain to adopt familiar behaviours, whether adaptive or maladaptive, to remain close to significant others; and the influence of systems and boundaries within the family and the wider community. This 'allow[s] the practitioner to think creatively' and accommodate the variety and complexity seen in everyday behaviours (Scott and Dads, 2009:1448). However, practice should both promote and reflect these theories to optimise and sustain results.

EC offers both a technique and an approach for practitioners to deliver interventions. It allows the modelling and teaching of effective, relational communications to support inter-family relationships and external connections to others. It promotes a transferable and adaptive style of communication, whilst accommodating situational and environmental contexts. As EC is transferable, supportive and suitable to promote emotional regulation within settings, it could, as recommended by Anderson *et al.* (2014) and Pearson *et al.* (2015), complement and reinforce intervention programmes.

Diagram **4.3** adapts the bio-ecological systems theory model (Bronfenbrenner, 1979), to conceptualise EC practice. The multi-level, nested systems reflect relational involvements, with those closest to the practitioner exerting most

influence, and being most influenced by the practitioner. Each of the systems, from the smallest microsystem to the most expansive macrosystem interact with, and influence each another. The model suggests a 'web of affiliation' (Charmaz, 2014:271) between the ongoing recursive and contingent relationships that situate knowledge, practitioner and the context in the transmission of EC in settings.

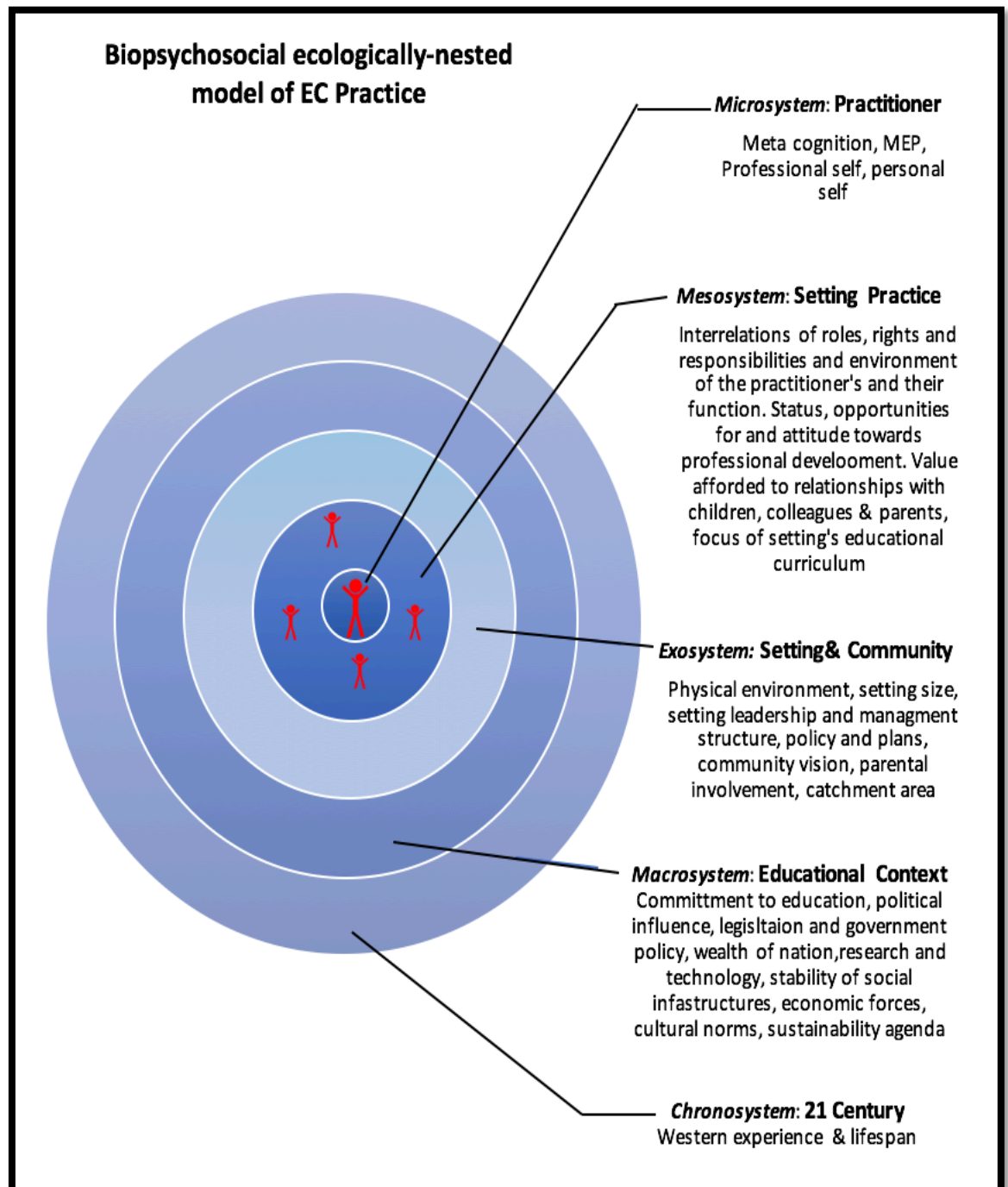


Diagram 4.3 A Biopsychosocial Ecological Systems Model of EC

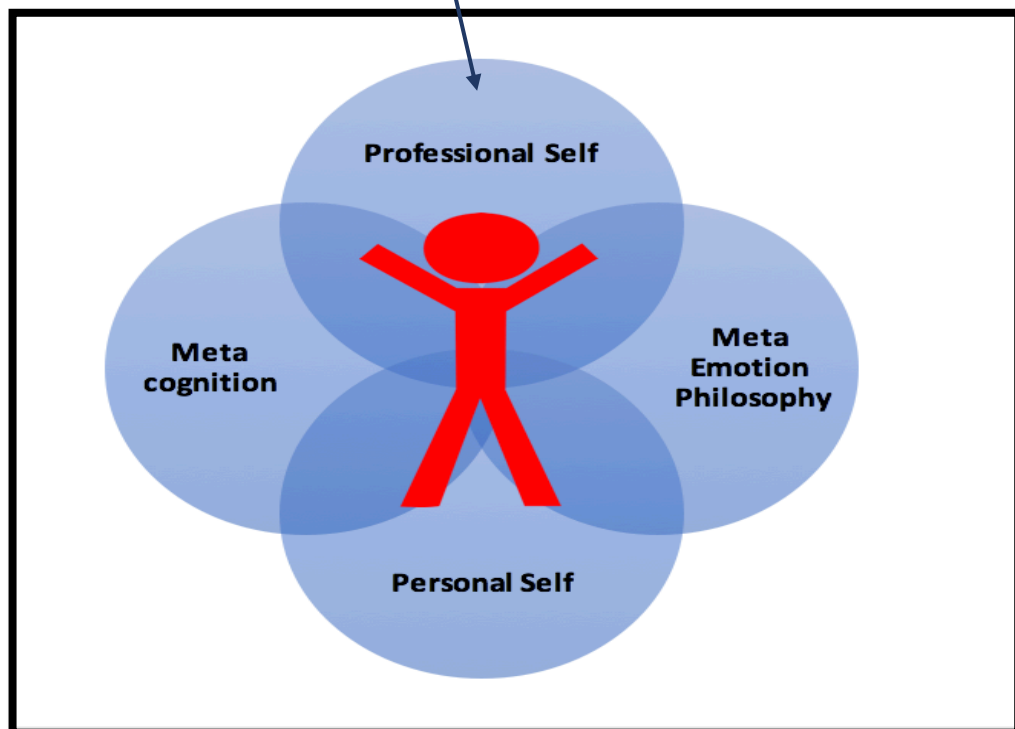
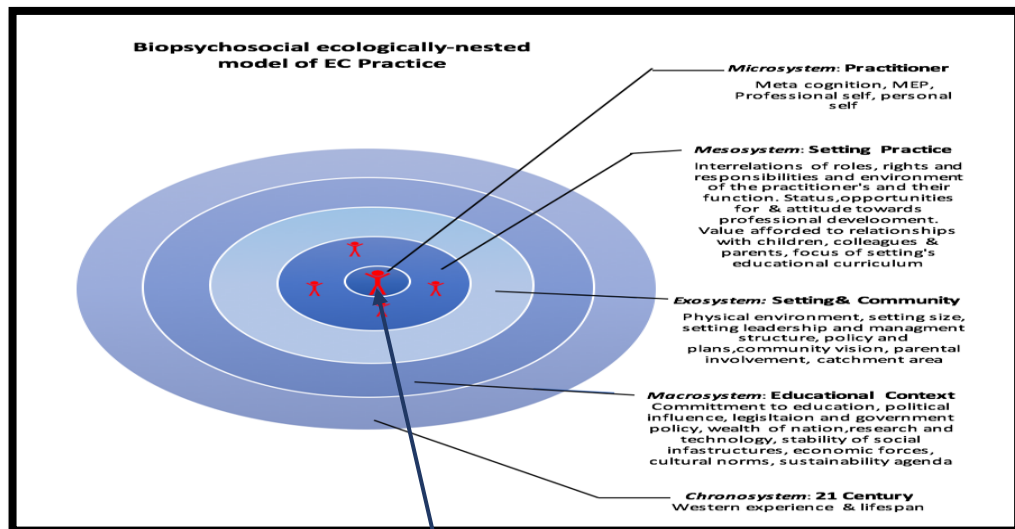


Diagram 4.4 Practitioner as a Microsystem, Emotional Identity

- *Microsystem: Practitioner*

Bronfenbrenner (1997:514) described a microsystem as 'the complex of relations between the developing person and environment in an immediate setting containing that person'. In this adapted model, the practitioner is seen as the microsystem (Diagram 4.4) or complex-being and is comprised of four systems:

personal self; professional self; metacognition; and emotional repertoire or meta-emotion (ME) (Gottman *et al.*, 1997). These reflect the practitioner's embodied emotional identity, which can change over time and through experience, all of which influence practice.

Gottman *et al.* (1996; 1997) suggested that meta-emotion (ME) knowledge is reactions, responses and reasoning about emotions in self and others. Although there are recognisable types of ME, everyone's ME is unique, and known as their Meta emotion philosophy (MEP). In this research practitioners' MEP contributed to being labelled EC receptive, EC undecided or EC unreceptive (Diagram 4.1). Norman and Furnes (2014) describe ME as the interplay between ME knowledge; ME strategies, which relate to the emotional control in self and others; and ME experiences. ME experiences are subjective emotional reactions to primary emotions, and practitioner levels of awareness will vary. However, ME's defining feature is its "reflexivity, that is, the experience of a meta-emotion may have an impact on the first-order emotion, which may in turn change the meaning of the emotional experience itself" (Norman and Furnes, 2014:2). MEP has a regulatory function that reflects self-regulation, and is associated with motivation and action tendency. This is often used to alter or adapt the perceived sequence progression of a primary emotion. MEP also supports affective forecasting, so the ability to predict future emotional states, which can then help or hinder interpersonal conflict (Mendonça, 2013). EI and MEP do differ in that EI is a relatively stable property, but ME is dependent on MEP, a combination of personal available traits and state (chosen response to the situation) (Norman and Furnes, 2014).

Metacognition (Flavell, 1979; Norman and Furnes, 2014) represents the practitioner's knowledge and understanding of cognitive processes. It reflects acquired knowledge and experience including knowledge of person, task, and strategy variables, which are used in the control cognitive processes. Adopting a social psychological interpretation of metacognition, more aligned with the social constructionist philosophy that informs this research, allows a more expansionist view of metacognition. Social attitudes, stereotypes and cultural constructs are recognised as influential because 'metacognition is not merely a matter of pristine intuition about introspective processes; it is part and parcel of the social world as

well' (Jost *et al.* 1998:151; Petty *et al.*, 2007). Metacognition is seen as recognising both intra- and interpersonal social and cultural norms, which react to social influence. Metacognition about the self is intra-personal, and includes feelings, sensations and private experiences. Whilst metacognitions about others are based on observations, and external to the embodied self. Metacognition is 'descriptive or normative, momentary or enduring, and directed at the self or directed more generally at other people or at the cognitive system at large' (Jost *et al.* 1998:151). For the practitioner, metacognition includes the use and regulation of cognitive processes to monitor learning, and views on educational roles, rights and responsibilities. This awareness, evaluation and regulation of learning experiences allows a practitioner to make continuing judgements about learning needs, delivery, effectiveness and adaptations to practice.

- *Mesosystem: Setting Practices*

The mesosystem represents the setting practices and the relationships within it, including those between the varying roles and multiple environments within which the practitioner (microsystem) functions. The practitioner's role and status, along with their level of experience, are influential on EC practice. The value afforded to relationships with children, colleagues and parents, along with their quality, quantity and variety, influenced practitioner experience and commitment (Ju *et al.*, 2015; Wagner *et al.*, 2013). As noted by Jacobs and Gross (2014:197) 'the educational context can be positively transformed when students, teachers, and parents effectively harness the power of emotion to enhance educational outcomes'.

- *Exosystem: Community Setting*

The exosystem represents the community or educational setting in which the practitioner works. Here, the practitioner is integrated, but also functions independently, so can also be indirectly affected. The physical environment of the setting, its role in the immediate community, its function and catchment area will influence practitioner experience and practice development (Brown, 2012:61; Humphrey *et al.*, 2015; Wagner *et al.*, 2013).

Factors such as class size or working style (e.g. whether working with a single group of familiar children, with children and parents or with multiple unfamiliar groups) impact on perceptions of EC effectiveness. As previously noted by practitioners, EC was less likely to be used successfully with larger numbers of children, or when safety issues demanded priority. This is corroborated by research that identified that larger numbers, restrictive timetables or focussed academic and subject specific accountability make it more difficult to successfully develop and maintain personal co-constructed relationships (Skinner *et al.*, 2014). Leadership and management also inform the setting ethos and culture, and structure the foundations of the practitioners' work environment and experience. Therefore, institutionalised values and practices both precede and set the parameters for potential practitioner action; however, their responses can and do vary (Charmaz, 2014; Skinner *et al.*, 2014).

- *Macrosystem: Educational context*

The largest and most diverse system is the macrosystem. Although its influence is largely indirect, and often covert, it exercises significant leverage on practitioner practice. Mesquita *et al.* (2014:285) refer to this as the 'culture of the world', as opposed to the 'culture of the head' which reflects the practitioners' individual internal goals and values. The cultures of the nation and world inform daily routines and organisational structures that implicitly guide, restrict and shape individuals. The macrosystem includes the political, economic and social systems in which the practitioner and the setting are sustained. Personal and collective values are influenced by the dominant cultural expectations and values of the macrosystem. These reflect the wealth, stability and status of the country along with the tradition and values afforded to education and childhood in society (Brophy-Herb *et al.*, 2016). A government's commitment to research into the health and wellbeing of the nation that informs policy at national and local level, shapes individual settings' procedures. Therefore, health and well-being programmes that can accommodate the difference and diversity of cognitive and emotional need, and neither medicalise nor confer personal blame, must be scaffolded by complementary governing health, education and employment policies (Clarke *et al.*, 2015; Maturo, 2012).

- *Chronosystem: 21st century UK*

The chronosystem adds the dimension of time, evidencing interactive and progressive changes. If factors change within any of the systems because they are nested, and therefore connected and interdependent, it can lead to changes in other systems. Although the power and influence seem to run primarily from the macrosystem to the microsystem, practitioners can also orchestrate change. Such changes initially have most effect on the relationships closest to the microsystem. However, because the systems are nested, if there is enough power and sustained impetus, the changes will affect the relationships between the other systems, creating a ripple effect that leads to changes in the larger systems.

The contingent and cumulative effects of adopting EC into practice are illustrated in a short report, written by a deputy head about her school's EC journey as a result of the MRP0-19 project (Appendix **A12**). As a large secondary school, a WSA to training was adopted with strong managerial commitment and involvement throughout (*Rose, McGuire-Snieckus and Gilbert, 2015). EC was believed to be transformational to practice "It is relationship enhancing... I felt quite liberated as I began to set limits within this framework and then come up with solutions with the pupils together. We began to understand one another". Staff noticed changes in the intensity of emotional incidents "we were seeing real results in terms of 'talking down' students who were on the edge of exploding". EC gained further credibility when an intervention that targeted six pupils at risk of exclusion was organised. "This data surprised us and helped us to realise that this more than just anecdotal improvement; the gut reaction that students were improving was based on fact". EC became a catalyst to further changes in setting structure and culture, with management adopting and adapting it into setting policies to promote a relational approach, "we launched a new behaviour strategy in school...most staff wanted something more restorative and to facilitate this we decided that EC would be the ideal vehicle".

'Learning is essential for change to take place' and this applies to children and adults alike (Lazarus,1999:278). To enhance teaching repertoires, support

professional wellbeing and improve student progress and attainment, training in ME skills could be offered, in a similar way to that offered by metacognitive guidance (Jerome *et al.*, 2009; Liew *et al.*, 2010). The training in EC was offered to practitioners as an alternative approach to focus on the emotions informing behaviours, rather than on the behaviours themselves. This research suggests that interpretation of EC knowledge, understanding and experience both influenced and was influenced by the practitioner's microsystem. Adopting and adapting EC into practice influenced personal practice and, cumulatively, the setting environment. Having personal and shared opportunities to challenge and support EC gave the practitioners time to compare the current practice to an alternative at an individual and collective level. Consistent support and active engagement by their setting's management was identified by practitioners as contributing positively to driving EC initiatives and maintaining the momentum in community and educational settings to adopt EC into practice. If EC was considered useful and reliably more effective, this supported a paradigm shift even though EC 'need not, and in fact never does, explain all the facts with which it can be confronted' (Kuhn, 1970:17-18). This in turn influenced shared practice expectations, and when enough practitioners regularly used EC, led to adaption of setting policies and procedures. This pattern of practice change is reflective of the typical scientific-paradigm shift described by Kuhn (1970).

4.8 Summary

This study has suggested that all practitioners evidenced raised emotional awareness and most practitioners felt they had better self-regulation and more effective, emotionally-aware relational practice. The credibility of these claims is, in part, conferred by the inductive methodology that focussed on the practitioner's voice as the expert. These findings also concur with those who have subsequently reported on EC having effect on adult self-regulation, professional performance as well as and child behaviours and academic outcomes (Digby *et al.*, 2017; *Rose, McGuire-Snieckus and Gilbert, 2015; Rose *et al.*, 2016a, 2016b).

Reeck *et al.* (2016) called to broaden the examination of the interplay between self-regulation and social regulation in relationships that were not affiliative and exist in more competitive contexts. This study has contributed by evidencing that practitioners trained in EC can effectively support children, and other adults, to self-regulate during emotional incidents. However, the discussion on EC practice also revealed potential labelling and blaming of some children by practitioners as 'EC unresponsive'. Behavioural response is complex and co-constructed, so, whilst this study cannot explain ineffectual EC practice, the negative feedback loop of the MECE (Diagram 4.1) may offer some understanding as to the factors that could adversely affect EC use in practice.

Using EC to develop and sustain emotional composure and recover emotional equanimity reinforced adaptive coping mechanisms contributing to practitioner resiliency with challenging children (Skinner *et al.*, 2014). This research supports the findings that those involved in the delivery of child resiliency programmes, or having trained in interpersonal communication techniques, had improved work performance, and reduced susceptibility to emotional dissonance and burn out (Gold *et al.*, 2010; Hall and Pearson, 2005; Kenworthy *et al.*, 2014; Tyson *et al.*, 2009). Teaching interpersonal communication techniques, based on physiological and psychological understanding, supports adults to communicate their emotions more appropriately, thus reducing emotional dissonance, exhaustion and its associated effects (Kenworthy *et al.*, 2014).

It is important to critically assess alternative interpretations that offer new leads to re-examine understanding and to reconsider the purpose of SEL. EC is a novel relational approach to support and promote emotional regulation. It combines a complex set of variables including the contextual situation and prior experiences, the state of relationships, the skill base of the practitioner and the child's ability and capacity to engage to support emotional regulation.

In my search to understand the practitioner's perspective of EC I posed three initial research questions. I was interested to find out about practitioners' training experience and how EC was perceived in relation and response to emotions, in the setting and in personal and professional selves. I hoped to hear stories about EC use, was intrigued to discover how and if EC became integrated into practice. New ideas can bring about change and I wondered about the effects on practice as a result of being trained in EC.

It would be pleasing if I could now write three distinct, but obviously related, summaries to discuss how the research findings contributed plausible explanations for each of the research questions. However, although the questions shaped the research design they were informed by my suppositions. The emergent focus codes and conceptual categories, informed by the practitioners, have dictated the outcomes, although they are translated and presented through my interpretation.

The proposed MECE model (Diagram 4.1) and EC Practice Spectrum (ECPS) (Diagram 4.2) are conceptualized representations of the research findings, created from the data collected from the semi-structured interview questions, which were designed to reflect and address the research question foci. They offer an explanation driven by the practitioners' voices, on how emotional awareness, emotional identity and EC experience influence, and are influenced by engaging in EC training and practice. The findings do not suggest relational simplicity between emotions, settings and EC in practice. This is because of the integral relationship between embodied mechanisms, interpersonal regulation and environmental contexts.

Chapter 5: Concluding Thoughts

'if you have a child in your class, or children within the school who are not emotionally stable, how are they going to learn? They can't, because there's too much rubbish flying around in their head, there's too much anger, there's too much angst; and so we need, as teachers, to be able to recognise it and to quickly deal with it, and I think this coaching is brilliant for it' (20:690-97).

5.1 Introduction

In adopting a relativist approach to knowledge, and with a social constructionist understanding of meaning, this research accepts that 'the meanings with which we are endowed arise in and out of interactive human community' (Crotty, 1998:55). Meaning-making precedes and informs actions, which together with understanding arise from interactions. Interactions are interpretive and informing of, and in turn change, understanding. CGT structures the research design, with reference to symbolic interactionism that assumes 'people are reflective, creative, active and social creatures' (Charmaz, 2014:270). Consequently, language is pivotal to definitions, labels and meaning, because 'we are essentially language beings' (Crotty, 1998: 87). Through a symbolic interactionist lens, this study has focussed on self, identity, work, agency and action to learn about practitioners' EC experience. Their accounts are imbued with meanings from EC use in settings and reveal that emotional incidents create a range of actions and reactions; using EC supported their ability to reflect and communicate to 'rethink, recast, and redirect' (Charmaz, 2014:270).

Changes in practice or meaning occur when dissonance is felt within interactions, either because habitual responses are no longer effective, or a new situation does not fit into existing normative frameworks. However, practice change is not a rational process alone, but a continuous, complex process, driven by personal emotion (Merriam and Kim, 2012; Mezirow, 2009; Taylor and Cranton, 2012). This recognises the messy complexity of living and 'that human life most fundamentally consists of process and change' (Charmaz, 2014:266).

In this final chapter I will return to the research questions to consider the study's contribution to furthering understanding of EC in educational settings. The limitations of this particular study and suggestions for future research directions will also be offered. Finally, the contributions and implications for policy development will be made.

5.2 Returning to the Researcher and the Research Questions

'Knowledge is not neutral, nor are we separate from its production or the world'

(Charmaz, 2014:340)

This research reflects my interests as a concerned member of society. It reveals my inquisitiveness about the physiological and psychological 'human condition' in the Anthropocene age, and in particular, my disquiet with a lack of focus on sustainable health and wellbeing. I acknowledge that I am most comfortable when learning through engagement with others, by watching and listening to stories rather than analysing numbers. With, my interest in the practitioner's experience, a qualitative approach was appropriate to provide a panorama of practitioners' experience. Acknowledging the power of words, and that understanding is informed by multiple interpretations, intensive semi-structured interviews produced rich and thick data intended to capture the practitioners' voice.

This reference to myself as the researcher is not to imply that the research is only interesting because of my questions. It is to admit, and so make transparent, my influence both as a catalyst and as a construction agent. That said, the answers to the questions are truly fascinating and 'I know that I have been given not just new knowledge but new *awareness*, and am now better for it' (Saldaña, 2016:290).

The model of Emotion Coaching engagement (MECE) (Diagram **4.1**) attempts to capture the voices and EC journeys of the twenty-one practitioners. However, it also reflects my conceptualisation of EC, in that it is both the product of, and response to, the overarching guiding research questions. These research questions informed the research design and guided the choice of methodology. Researcher reflexivity was recognized as significant, instinctively the research questions will have been sensitized to my understanding of EC and the subsequent analytical focus on the data. They reflected my desire to find out about EC use by practitioners in educational settings, how engaging in EC training is translated into practice and the consequences on practitioners' reactions, responses and reasoning to emotional and behavioural situations.

Appendix **13** provides an interpretative overview of the research study, mapping the research questions with informing intensive semi-structured interview questions to the focus codes, conceptual categories and the overarching core category.

The contribution to understanding EC in educational settings is discussed by returning to the guiding research questions:

1. What is the EC experience for practitioners using EC in settings?

The MECE model (Diagram **4.1**) is created from practitioners' voices. Their emotional reactions, responses and reasoning, so their meta emotion philosophy informs the initial acceptance and engagement in EC. Positive EC training experience, practising EC and opportunities for professional reflection and support encourages adoption, adaption and maintenance of EC in practice. Positive EC experiences encourage a sense of professional competency and reinforce engagement.

Practitioners rely on social networks to interpret and implement reforms and new policies: social capital is strengthened through a collaborative approach (Baker-Doyle, 2010; Jordan *et al.*, 2016). This was evidenced by practitioners' preference for a whole school approach to EC training, and the value afforded to the network meetings as opportunities to reflect personally and collectively. However, to utilise the benefits of shared experiential learning, and 'avoid conformity of interpretations that constrain opportunities for positive outcomes', the networks needed heterogeneity in values and belief (Hughes, 2010; Jordan *et al.*, 2016:39). Practitioners often held differing views on EC, its adoption and adaption and these stimulated additional practice discussions. As a result, there was increased shared awareness and tolerance of EC interpretation, a valuable source of informal learning for practitioners.

Nevertheless, for practitioners lacking confidence or feeling challenged by EC, there is also a need for sensitivity in EC introduction and maintenance. Without

ensuring that staff feel 'seen, safe, soothed and secure' (Siegel and Bryson, 2012), the emotional challenges resulting from a new way of practicing can damage relationships and trust. This may then decrease social capital, wellbeing and engagement (Brown, 2012; Cross and Hong 2012; Runhaar *et al.*, 2010).

There is sufficient evidence to identify factors that can support successful implementation, integration and engagement of health promotion programmes (Pearson *et al.*, 2015). However, there is no consensus to suggest the best practice for embedding, sustaining and ensuring fidelity of programmes. This is a criticism, not just for SEL implementation, but also to the wider field of transformational learning theory and development (Taylor and Snyder, 2012; Taylor and Cranton, 2012; Tisdell, 2012).

This study identified that ongoing managerial commitment was central to the implementation of new knowledge for practitioners and settings. Concurring with Baker-Doyle and Yoon (2011) and Vangrieken *et al.*, (2017) research findings, for EC to be sustained, active support and drive from the practitioners themselves was also required. The settings in this study all showed strong initial managerial support and commitment; however, this was not consistently maintained throughout the network phase. From the practitioners' perspectives, a reduction in the commitment and participation by some managers and staff was multi-factorial: it reflected issues with time and work commitments; the logistics of training all staff members together; variations in practitioner commitments; or miscommunication about personal and setting commitments.

2. How does EC influence practitioners' response to emotional and behavioural situations in settings?

EC involves interactive emotional regulation of the self and others. Nurturing relationships and trust both supported successful EC use, and were a product of EC. EC was introduced as an alternative approach for the management of emotional regulation in children, but also contributed to the wellbeing for staff, children and parents. Challenging emotional behaviours were seen more as

moments for teaching not combat. The EC training provided practitioners with a basic knowledge of emotional physiology, helping to depersonalize emotional behaviours. The three-step EC approach offered practical guidance to support co-regulation and teach emotional self-regulation, for the child and the practitioner. Contingent co-constructive problem-solving was considered integral to managing emotions in settings, and many practitioners felt more confident to manage behavioural incidents as a result of using EC. EC training offered credence to practitioners whose practice was already informed by the premise 'emotions matter to learning' and offered an alternative relational-based approach for those 'unknowing or disapproving of emotions'. Regardless of whether EC was used in practice by the practitioner, all acknowledged they had raised awareness of the role of emotions in educational settings

3. What evidence is there of personal and professional practice change resulting from using EC in their working practice?

All agreed that it was through practise that EC became part of practice. Recognising that some practitioners were already 'emotion coaches' confirmed the findings of Gottman *et al.* (1997), who observed EC as an inherent parenting style. In this study, EC was identified as 'a way of being' for some practitioners, but it was evident that it could also be taught. With peer supported, interactive training and continuing practice with largely positive outcomes, EC moved from being a specific intervention to one that was applicable to other areas of practice. Therefore, EC could be described as 'a way of being and a way of becoming'. For some, practice changes were minor, but confidence in their approach increased. Others were cautious, needing time to practise EC to become more confident and integrate its use into everyday practice, rather than it being a 'last resort'. For a few, EC was transformational, and changed practice and emotional identities.

5.3 Limitations of the Doctoral Research Study

EC was trialled in a UK education setting in 2011 and the first academic paper to report the findings was published by *Rose, McGuire-Snieckus and Gilbert in 2015. Therefore, although there is now a growing literature and research base on EC in educational settings, during the timeframe of the doctoral research, there was a dearth of guiding literature to inform research projects.

This was a small, inductive qualitative study that was context and participant specific, offering a 'snapshot in time' The conceptualization of the MECE model (Diagram 4.1) and the spectrum of practitioner EC use (Diagram 4.2) are based on a small sample of practitioners who, although trained in EC, were from differing professions and settings. These differences may have influenced the research findings. As a result, the findings, although reflective of the practitioners' voice and rich in detail about the EC experience, may not be generalisable to other contexts.

As a novice researcher the research design and procedure reflect my experiential learning over a short period of time. Consequently, the findings may contain errors and inadvertent suppositions that a more experienced research would not make. As a single researcher, although measures were taken to triangulate findings to evidence reliability of data interpretation, it may reflect personal prejudice and knowledge limitations. There are no UK studies that I am aware of, focussing exclusively on practitioner EC experience, therefore findings cannot be compared to assess credibility.

This doctoral research occurred within the MRP 0-19 project (*Rose, McGuire-Snieckus and Gilbert, 2015) time-frame. The doctoral participant sample was purposively selected from a cohort of EC-trained, education-based practitioners; however, participation was voluntary. I could not control the number of participants or the mix of practitioner roles and settings. For example, there were only three male participants, which is not reflective of the population, and not all

settings that participated in the MRP 0-19 project (*Rose, McGuire-Snieckus and Gilbert, 2015) were represented in this study.

As the participants all volunteered to be interviewed, the findings may also reflect a self-selection bias towards positive reporting of EC. The 21 participants had all attended the EC training sessions I led. Whilst the benefits of knowing the participants prior to the doctoral research interviews supported a more co-constructed approach to the interview discussion, prior connection may also have introduced a relational sensitivity bias. Although participants were encouraged to express all EC experiences, fewer negative examples and opinions were offered. Society's hegemonic expectation that educational practitioners should hold positive attitudes of children and high professional standards may have affected practitioners' willingness to express any doubts or deleterious EC experiences, resulting in a positive bias. Additionally, all but two participants were interviewed in their educational settings, so the accounts may have reflected a degree of behavioural contagion as a result of the interview environment.

The data source was intensive, semi-structured interviews, which demand a high level of interpersonal skill to execute and time to transcribe and analyse. To conduct these interviews, I needed an academic understanding of EC, a detailed knowledge of the EC training experience and curriculum content, as well as a familiarity with the varied working practices of education-based practitioners. Because of my involvement in the original MRP 0-19 project (*Rose, McGuire-Snieckus and Gilbert, 2015) and having worked as a teacher, I was able to respond knowledgeably to follow leads and understand professional language. However, it may be difficult to replicate this skillset, and this could then influence the analysis of findings.

This research relied on self-selected accounts of past practice experiences. As memory can be selective, the accounts given may reflect desired rather than actual outcomes and so be less representational of the lived experience. The study design, focus and contexts did not accommodate practice observations or cross-referencing detail, yet this type of triangulation could offer both credibility to findings and reveal differing dimensions of EC.

With inductive research there should be no pre-conceived ideas of what may be found, this allows data to emerge and reflect the participant's voice. However, I was integral to the foundational MRP 0-19 project (*Rose, McGuire-Snieckus and Gilbert, 2015) which took place simultaneously with my doctoral research. Therefore, although I adopted a reflective stance, it is impossible to guarantee that my personal beliefs and understanding have not influenced every aspect of the research process.

With an awareness of these limitations, the next section will explore how the research study could be developed to inform further studies.

5.4 Future Directions for the Research

'In short, constructivist grounded theory may spark new ideas and kindle new questions' (Charmaz, 2017:36).

Practitioners construct views of themselves and the world based on their needs and their emotional and cognitive engagement history. These inform expectations and guide subsequent participation (James, 2012; Skinner *et al.*, 2014). Therefore, whilst aware of the limitations of this study if, as suggested, using EC to structure and manage social interactions leads to better emotional regulation and more effective practice outcomes, it would seem appropriate to trial EC elsewhere. By offering new understanding of the practitioner's experience, my findings both concur with and can be used to extend educational setting-focussed EC research (Digby *et al.*, 2017; Rose and McGuire-Snieckus, 2014; *Rose, McGuire-Snieckus and Gilbert, 2015; Rose *et al.*, 2016a, b,). The next step would be to use these findings as foundations for investigation of EC's relevance in other settings. Trialling in settings of differing sizes, locations, ethnic mix and social need would corroborate or challenge the dependability, credibility and transferability and confirmability of these findings (Lincoln and Guba, 1985).

The participants for this research were volunteers, and, although all were trained in EC, they had differing levels of experience and roles. They worked in settings of differing sizes, age-groups, target audiences and educational expectations. It would be interesting to differentiate the practitioner experience using role-specific and setting-specific groups. This would help to understand the nuances of EC use in relation to practitioner's roles, rights and responsibilities, along with similarities and differences of EC experience within, and between, settings. This research only included three male teachers, so research into the role of gender would be interesting, particularly as Gottman *et al.* (1996, 1997) identified a father-specific role in EC parenting

The biopsychosocial ecological model (**Diagram 4.3**) recognises that emotions inform behaviours and communications, as we live in a socially constructed world. EC could be trialled with practitioners working in other children's services.

Indeed, as a result of perceived practitioner benefit, I would suggest that it might be useful for any social organisations in the communities whose practice involves emotionally charged interactions, such as the police, health and social services.

Practitioners identified that EC made them feel more in control of their own emotions and better able to manage others'. It would be interesting to use the MECE and ECPS as part of a larger mixed-method approach which also included measures on the physiological consequences of EC. Independent observation of practitioners using EC could also provide valuable additional information as to practical interpretation, and effect. It would be thought-provoking to include the experiences of the recipients of EC-based practice, such as the children, parents and carers. This would create a more holistic understanding of the EC Setting experience.

EC is not a panacea for all emotional behaviours, and it is acknowledged that there are increasing numbers of children, with mental health issues, that settings feel unable to manage. Ongoing research in the Attachment Aware Schools project (*Parker, Rose and Gilbert, 2016; Rose *et al.*, 2016a; *Rose and Gilbert, 2017) recognised the need for differentiated support, but propose EC as a universal approach. A small case study has identified the efficacy of using EC in special schools (*Gus, Rose, Gilbert and Kilby, 2017). It would be useful to trial the MECE and ECPS to assess relevance to supporting these types of settings.

Although, there needs to be further debate on the ethical issues of practitioners having to potentially adapt personal selves for professional commitment and agendas, further research involving larger numbers of practitioners is needed. This is to identify supportive and obstructive factors in the acceptance and implementation of EC. Longitudinal studies would help to establish if practitioner non-alignment is temporary, whether the negative feedback loop is reflective of experience, and whether it is possible to sustain EC wellbeing. The inclusion of greater numbers of settings, and the introduction of a waiting system, so staggered setting participation, could provide a more socially acceptable form of controlled trial. Using MECE and ECPS as assessment and implementation tools

would trial their credibility to enhance understanding on the positive EC feedback loop and the existence of a negative feedback loops.

5.5 Implications for Policy

The model of Emotion Coaching engagement (MECE) (Diagram 4.1) offers educational setting-focussed EC research both a planning tool and an assessment guide to monitor the implementation of EC into practice and settings. It can be used to support the audit process to establish specific starting point and monitor the implementation of EC. The model can guide discussion on specific topics, such as behavioural policies as well as assessing broader approaches, such as shared practice and setting culture. The sequential, identifiable stages and suggested positive and negative feedback loops, help staff consider the support needed to construct strategic timeframes for EC implementation. Indeed, because the model is empirically-based and identifies processes, actions and variables related to individual emotional reaction, responses and reasoning, it may be adaptable and used to guide other SEL-based intervention. The MECE model offers a possible solution to the call for SEL interventions to include tangible guidance and the ability to monitor implementation (Humphrey *et al.*, 2013; Kenworthy *et al.*, 2014; Oscher *et al.*, 2016; Pearson *et al.*, 2015).

The proposed practitioner EC practice spectrum (ECPS) (Diagram 4.2) can be used in conjunction with the MECE model or as a separate, personal or setting practice audit tool. With the proviso that the ECPS does not assign particular value to practice-focus, it offers an aide to reflect on current approaches. This could increase practice awareness and monitor individual and setting practice changes. The ECPS could also be used to initiate, non-confrontational, practice discussion in work-related professional development reviews and in the mentoring of newly qualified staff.

I have already received some informal evaluation of my doctoral work, which supported the relevance of the MECE and the ECPS as tools to support implementation of EC into settings (Appendix A14). I have just recently returned from the 2017, *Wellbeing Classroom Conference*, on social and emotional learning for schools, children and their families in South Australia. A colleague and I were invited as keynote speakers to talk about EC in settings, and we also carried out a week-long lecture and training-workshops tour. My thesis findings were presented to the Wellbeing Classroom Community Services and training

team to support the introduction of EC into local settings. Feedback was positive, and the community team are now using the MECE model (Diagram 4.1) and the ECPS (Diagram 4.2).

The bio-psychosocial ecological systems model of EC (Diagram 4.3, 4.4) identifies the ongoing recursive and contingent relationships that situate EC knowledge, practitioner and settings. It could be used as a visual prompt to assess the feasibility of introducing an intervention into a setting or when planning community or national-based SEL initiatives. It acts as an aide-memoire to consider the range of potential influences, beyond the practitioner and setting, that may contribute to the success or otherwise of a SEL initiative. Identifying this relational web increases adoption of critical-focussed agendas that can utilize synergy to maximize individual and collective gain.

The research to date on education setting-focussed EC research has been evaluated and disseminated locally, nationally and internationally, via: conferences; peer-reviewed journals; chapters in edited books; through the creation of a UK training organization; website resources; newsletter and regular EC practitioner network meetings. It is also offered, as an EC training package, by an organisation that specialise in training practitioners in trauma-informed practice. I believe that having had the opportunity to listen to the practitioners' EC voice at the time that the foundational MRP 0-19 was carried out, this thesis contributes a complementary and distinct understanding to the body of EC knowledge.

5.6 Final thoughts

This study was guided by a ‘naïve knowledge’ of EC. By this I mean that, my theoretical experience of EC informed the knowledge and understanding that shaped the research design and questions that led the study. However, it is the EC-trained practitioners in the educational settings who are the experts and gatekeepers of EC knowledge. It is their voice that has shaped the Model of Emotion Coaching Engagement (MECE) (Diagram 4.1) and Emotion Coaching Practice Spectrum (ECPS) (Diagram 4.2). The partnership between researcher and participant means ‘naïve knowledge’ is replaced by ‘knowing knowledge’.

Emotions are described as ‘both the glue and the gunpowder of human social relations’ (Oatley and Johnson-Laird, 2014:138). This study provides evidence for the role of emotional awareness and relationships in settings. To survive and thrive we all need ‘glue and gunpowder’ in the right proportions, at different times, in differing situations, for ourselves and with others, throughout our lives. EC is a relational-based approach promoting emotional self-regulation, and this research suggests that EC in settings can contribute to making the ‘glue’ stronger and the ‘gunpowder’ less explosive.

Leaving the final words on EC to the practitioners, Chloe declared “it’s not just a load of old gobbledy-gook you know, and it’s not just one of those buzz words for the moment and something else will come along, I don’t think it will, I think it has a huge place in schools” (21:1008-11).

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Appendices

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A9 Memo-writing: 'developing EC as a technique and an approach'	80-90
A10 Doctoral research ethics and research proposal acceptance	91-97
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A14 Written feedback on Model of Emotion Coaching Engagement (MECE) and Emotion Coaching Spectrum of Practice (ECPS)	103-105

A1: Co-authored papers referenced in thesis and related to UK educational setting-focussed Emotion Coaching research

Gilbert, L., Rose, J., Palmer, S. and Fuller, M. (2013) 'Active engagement, emotional impact and changes in practice arising from a residential field', *International Journal of Early Years Education*, pp. 1-17

Gilbert, L., Rose, J. and McGuire-Snieckus, R. (2014) 'Promoting children's wellbeing and sustainable citizenship through Emotion Coaching' in Thomas, M. (ed.) *A child's world, contemporary issues in education*, Aberystwyth: Cambrian Printers, pp.83-109

Gus, L., Rose, J. and **Gilbert**, L. (2015) 'Emotion Coaching: A universal strategy for supporting and promoting sustainable emotional and behavioural well-being', *Educational and Child Psychology*, 32(1), pp. 31-41

Gus, L., Rose, J., **Gilbert**, L. and Kilby, R. (2017) 'The introduction of Emotion Coaching as a whole school approach in a primary specialist social emotional and mental health setting: positive outcomes for all', *The Open Family Studies Journal*, 9(3) [Online]. Available at: www.benthamopen.com

Parker, R., Rose, J. and **Gilbert**, L. (2016) 'Attachment Aware Schools: An alternative to behaviourism in supporting children's behaviour' in Lees, H. and Nodding, N. (eds.) *The Palgrave international handbook of alternative education*, Basingstoke: Palgrave, pp.463- 483

Rose, J. and **Gilbert**, L. (2017) 'Attachment Aware Schools' in Colley, D. and Coleridge (eds.) *Emotional Development and Attachment in the Classroom*, London: Jessica Kingsley Publisher, pp.65-82

Rose, J., McGuire-Snieckus, R. and **Gilbert**, L. (2015) 'Emotion Coaching - a strategy for promoting behavioural self-regulation in children and young people in schools: A pilot study', *European Journal of Social and Behavioural Sciences*, 13(2), pp. 1766-1790.

Rose, J., **Gilbert**, L. and Richards, V. (2015) *Health and wellbeing in early childhood*. London: Sage

Rose, J., Fuller, M., **Gilbert**, L. and Palmer, S. (2011) 'Transformative Empowerment: stimulating transformations in early Years practice', *Learning and Teaching in Higher Education* 5, pp.35-56

Rose, J., **Gilbert**, L., McGuire-Snieckus, R., Gus, L., Mc Innes, K. and Digby, R. (2017) 'Attachment Aware Schools: Working with families to enhance parental engagement and home-school relationships', *The Open Family Studies Journal*, 9(3) [Online]. Available at: www.benthamopen.com

These papers also appear in the final thesis reference list

A2: MRP 0-19 Training day and Network Programme

Training Programme – Outline

9.00 Arrival

9.15 Welcome and project outline

9.30 Welcome activity -

9.45 Questionnaires and Coffee

10.15 Background/context - Louise

- Neuroscience
- Attachment
- Empathy, Resilience and Emotional intelligence
- Evolution of emotional development
- Links to theory

11.15 Emotion Coaching - [REDACTED]

- What is it – role play by drama students of different parenting styles etc.
- Techniques
- Tips for emotional self-awareness

12.15 Lunch

12.45 Training – [REDACTED], Louise

- Case Study of a teacher
- Applying emotion coaching techniques – role play by drama students
- Strategies e.g. reflective listening, scaffolding, agendas, empowering – role play

2.15 Coffee

2.30 Challenges – [REDACTED], Louise

- responses to scenarios – discussion groups
- When emotion coaching is not the first option – role play by drama students

3.30 What next? - [REDACTED]

- Putting it into practice

- Project commitments
- Future goal

4.00 Finish

Network Meetings

There were 3-4 Network sessions held at each setting to encourage EC ownership and to embed into the Setting. Each Network had time for participant discussion about EC use in settings, which were audio-recorded; opportunities to seek advice from more experienced others and the facilitators; further exploration of an aspect of the EC training including exploration of meta emotion philosophy's; video or case study stimulated engagement with EC; handouts and supportive resources.

Network Meeting1: Power point-based focus

Welcome to the Melksham 0-19 Resilience Project Network Meeting

Bath Spa University

Aims of Network Meetings

- To provide a forum to share experiences and challenges
- To extend our understanding of emotion coaching and its application in practice
- To feedback experiences for research data purposes

Focus Group Discussion

Share and compare:

- Any impact the training has had on your *personal life*
- Any impact the training has had on your *professional life* – please describe particular incidents
- Any challenges you have encountered in applying emotion coaching techniques

Activity

- Watch the clip and discuss what the headteacher would have done had she been using emotion coaching techniques

CLIP –
<http://www.youtube.com/watch?v=MVv1rcMYZ2Y&feature=related>

What next?

- Goals for participants for next network meeting (end of May):
 - a) To complete the self-awareness questionnaire if you wish (no obligation!)
 - b) To continue to reflect on the application of emotion coaching and make notes in your research diary
 - c) To continue to record any incidents that occur in your practice in which you use emotion coaching

Network Meeting 2

Introduction: Outline of the session

Recap on EC process which links to Awareness handout 1 from previous meeting

- 1. Awareness of emotions
- 2. Empathizing
- 3. Verbally labelling emotions
- 4. Setting limits/ Problem solving

Focus further upon the meta- emotion response that underpins EC and resulting behaviours through:

Use PowerPoint slides 2-4 with notes to introduce meta emotion philosophy and recap on vagal tone

Discussion for focus meeting will be stimulated by scenario to explore meta-emotions (1) and effect on behaviour/ outcomes

Self-regulation and self-soothing (sl.2, 3); Role of language in EC (sl.2, 3, 4)

Activity 1 Meta emotion and EC

PowerPoint slide 5 Video clip: [REDACTED]: Headmaster scenario:

Angry exchange

In groups of 3-4

1. What factors contributed in him responding this way
2. How do you think he was feeling?
3. What did he need to recognise/remember in his own response and what could he have done to calm down?
4. What would you do to if you were feeling like this / found yourself in this situation?

Activity 2 Language and EC

Part 1- In groups of 3-4

Emotional awareness test – given out at last meeting- & Awareness handout 1- any thoughts?

(Suggested focus areas)

- What did you find out about your thoughts on anger and sadness? – How do you express them?
- How do these particular emotions affect your behaviour and response to others?
- How does EC help deal with strong emotions in yourself and others?

Part 2 – Altogether

Have there been any incidents when used EC recently? – Share with group.

Take these incidents and focus upon language and phrases used during: -

- The initial contact phase - when you acknowledge the emotion being felt by 'other'- what language/ phrased worked/ didn't work
- Language used for empathy & to verbalize emotion being shown
- Language used to either limit behaviour and /or start the problem solving

Facilitator to record key words to create a list of useful phrases for group

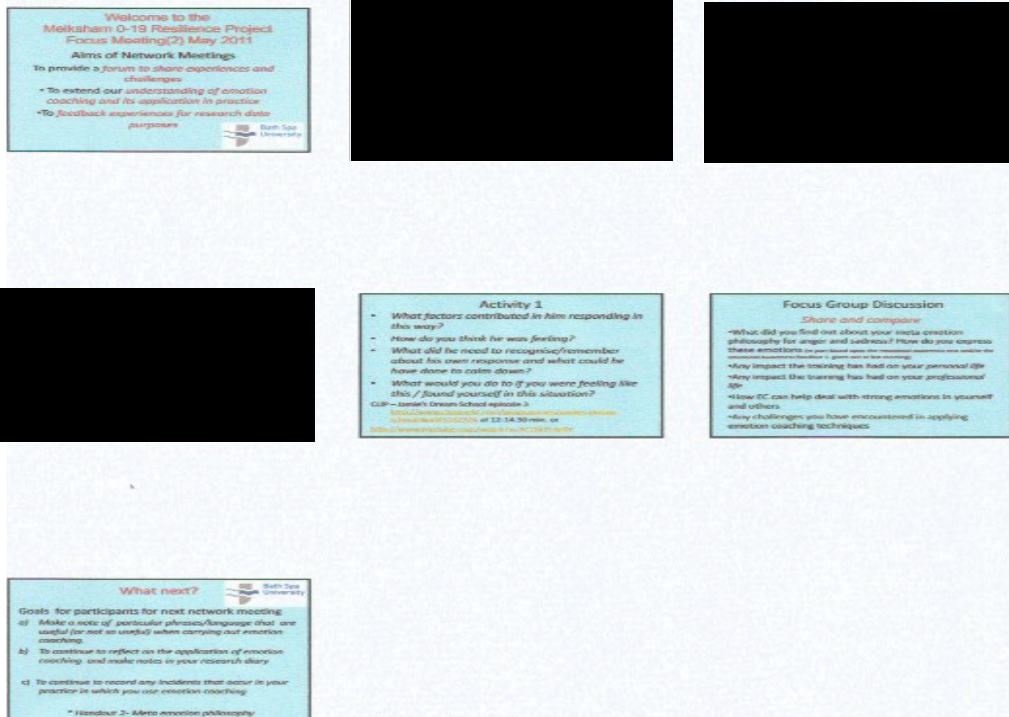
Handout 2: Meta Emotion Philosophy

- The three dimensions (awareness of own emotions, awareness of child's emotions, EC- coaching the child's emotions)
- Homework: Note incidents where you felt that EC was used or incidents that you became aware/reflected upon your meta emotion philosophy.
List phrases /language that were particularly useful or not!

Need for session: - Audio recorders, handout 2 & additional handout 1, power point, clip of [REDACTED], flip chart /pens to record key words for activity 2 –part 2, biscuits

Supporting PowerPoint Network 2

15/08/2017



Images redacted in this digitized version due to potential copyright issues.

Network Meeting 3

By this session the network participants increasingly drove the agenda and focus. This included the opportunity to share practice, reflect on EC adoption and adaption in self and setting and plan how to move forward. If needed, we had scenarios (created from focus group discussion) to stimulate debate and practice discussion.

Practitioners were encouraged to collect and share phrases to label emotions and support the 3 steps of EC. These were recorded and put together and given (in Network 4) as a laminated sheet for the settings to keep as script reminders for the three steps

Network Meeting 4

Practitioners had a final sharing of EC experiences and discussion on how to take it forward in their practice and setting. They all filled in EC training exit questionnaire and the second part of the MEP questionnaire, the post-training questionnaire. Each participant was given a record of attendance (for CPD records) and a laminated copy of the collected phrases that had been suggested for use with the three stages of EC (example below). There was a celebration and a debrief, which included a reminder of what would happen to the MRP 0-19 data. I then gave a short presentation about my proposed doctoral research, explain how it complemented but was distinct from the MRP 0-19 and a request for voluntary participation.

Subsequently, the programme has been replicated in other primary schools, secondary schools and children centres, and adapted to provide a training programme for children to become EC peer mentors. EC training is now an integral part of another research project, Attachment Aware Schools (AAS), offering a universal approach to promote supportive relationships and prosocial behaviours (See Parker et al. 2016; Rose et al., 2016a; Rose & Gilbert, 2017). Additionally, with colleagues from B&NES, we have created an online, professional development module that is promoted by the National College for Teaching and Leadership (NCTL). It raises awareness and knowledge of relationships and attachments in educational settings and Emotion Coaching is recognised as one of the integral approach to promoting attachment-aware practice.

Example of laminated scripts given to all participating Settings

EMOTION COACHING SCRIPTS

STEP 1 – Validation of emotions (empathetic listening)- labeling and empathising

Part 1 – Labeling

Look for physical and verbal signs of the emotion being felt; Take on the child's/young person's perspective; Use words to reflect back child's emotion and help child/young person to label emotion

"You seem angry to me" or sad, upset, fed up etc....

"I can see you are feeling angry."

"I can tell you are angry"

"The way you are feeling is making you/made you angry"

"You're angry about..."

"You look kind of angry"/ "Your face looks angry...."

"You are obviously angry...."

"I know you are feeling angry..."

"I can see that something's not quite right – can you tell me about it..."

"Do you realize that you are doing this (demonstration)...."

Part 2 - Empathising

Affirm and empathise with the emotion; Allow to calm down

"I'm sorry that happened to you, you must have felt angry"

"I can see that you get angry when that happens/when I do this"

"I would feel angry if that happened to me"

"That would make me angry"

"I understand why you are angry"

"It's normal to feel angry about that"

"It's ok to feel angry about that"

"I get that you are angry"

"I can understand you're feeling angry – I would too"

"I know you're feeling angry – I would feel the same"

STEP 2 – Limit setting (if relevant)

Separate emotion from the behavior (actions); Clarify what is acceptable expression of emotion i.e. behaviour and what is not – set the limit; Allow to calm down – use behavior policy of setting if necessary/appropriate);

"....It's not ok to behave like that"

"...That behavior is not acceptable"

"....The rules are that we do not"

"... These are the rules that we have to follow"

"... Doing that is not ok"

"... Behaving like that is not helpful/harmful etc...."

"...This is not a safe place to be angry. Let's go to a safe place and then we can talk"

"... You cannot act like this"

"... We don't deal with that by lashing out/hitting"

".... This is not what we do"

STEP 3 – Problem solving - 3 parts – exploring, problematizing; solutions

Part 1 - Exploring

Exploring the feelings that give rise to the behavior/problem/situation etc. – be specific

- "How were you feeling when that happened"*
- "What did it make you feel like"*
- "Have you felt that way before"*
- "Why do you think you are doing this"*
- "Did you know that you have reacted this way before"*
- "When did you last feel like this"*
- "What does your body feel like now"*
- "What feelings are you having"*
- "What does it make you want to do"*
- "Can you remember what happened to make you feel like that"*
- "Can you tell me what happened"*

Part 2 – Problematising

Identifying alternative, more appropriate and more productive ways of expressing and/or managing feelings and behavior/actions; Empowering child/young person to recognize feelings, behaviour and taking ownership/responsibility of actions and finding ways to self-regulate in future

- "Let's think of what we could have done instead"*
- "Can you think of a different way to deal with your feelings"*
- "I can help you to think of a different way to cope"*
- "Can you remember feeling this way before and what you did"*
- "Have you thought about doing this instead"*
- "Can you remember what we said before"*
- "How did you handle it last time"*
- "Let's sort this out"*
- "How can you get over this"*
- "What did you do last time this happened"*
- "Can you remember what we discussed last time"*
- "Can you remember how you solved it before"*

Part 3 - Solutions

Agreeing possible solutions – scaffolding suggestions where appropriate

- "Try and do this next time you feel like this"*
- "Let's decide what you will do next time you feel like this"*
- "What do you think you can do better/change next time"*
- "Do you think doing that would be more helpful for you and others"*
- "What could you have done – you could have done....."*
- "Can you remember what we agreed...."*
- "This is what we can do instead"*
- "How do you think you will react next time or if this happens again"*

A3: PhD Research Project Practitioner Consent Form



Practitioner Informed Consent Form

PhD Research Study: The transmission of Emotion Coaching in community and educational settings

You are invited to participate in this research study because your setting was involved in the Melksham Resiliency Project, and, as a member of staff, you have been trained in Emotion Coaching. However, **this piece of research is separate** from the Melksham Resiliency Project, and **participation is on an individual and voluntary basis**.

The research study is conducted by myself, **Louise Gilbert**, my contact details are given at the end of the consent form. I have been involved in the delivery of the Melksham Resiliency Project and am currently a **doctoral student** in the Education Department at **Bath Spa University**.

My research interest is to explore **practitioners' views and experience of Emotion Coaching in everyday practice with children and young people**. I will use semi-structured interviews (approximately one hour long) to gather your opinions and ideas. These will be audio-recorded and then transcribed.

The research project adheres to Bath Spa University School of Education **Research Ethics Regulations**. This means:

- Your confidentiality and anonymity is assured and you will only be identified by participant number, a self-selected alias or an allocated name.
- You will be given an opportunity to verify the authenticity of your transcribed contribution.
- This information will only be used as part of the research data for this study. Should the data be published, no identifying individual information will be disclosed, so no one will know whether or not you participated in this study.
- Due consideration of the Data Protection Act of 1998 informs the storage and subsequent disposal of all documents related to the research study. All paper-

based documents and audio- recordings will be destroyed using Bath Spa University's secure, confidential waste disposal system.

- A risk assessment of the research project's aims/objectives, content and delivery style has been undertaken and considered there was minimal physical or psychological risk from participation in this research project. However, further support is available should this be necessary, and arrangements have been made for participant access to relevant services.
- Your participation in this study **is voluntary**, and you have a **right to withdraw at any stage** of the research study.

If you have any further questions, please contact me using the contact details given below

By **signing** this form, you are **agreeing to participate** in the research study and are **agreeing for your contributions** to form part of the **research data**.

Thank you for your participation

Signature of Participant:

Date:

Researcher: Contact Details

Research Project: The transference of Emotion Coaching into community and educational settings

Researcher: Louise Gilbert

Address: Education Department, Bath Spa University,
Newton St Loe, Bath, BA29BN

Email:

Telephone:

A4: PhD intensive semi-structured interview guide and questions

PhD Intensive semi-structured: Interview Guide

Pre-check: Ensure I have address, names, batteries, digital audio recorder working, filed study book, diary, satnav, setting number

Notes to self: Useful phrases to modify /expand questions

Phrases: 'can you tell me what happened...; Can you remember a particular time...; Why did that particular moment stand out for you...; can you explain in a bit more detail, tell me a bit more about.....; in what way was that..... ; do you have further examples; what did you do when...; what actually did you do; how did you react; have you experienced this yourself; how do you believe others might regard/see; what you mean is..., am I correct in thinking you....

Preliminary check

Thank you for attending; Checking all ok and settled and comfortable (include non-verbals, body positioning etc., contextualize the semi-structured format of interview to focus on their thoughts, opinions and experiences of EC etc., equipment, roles, rights and responsibilities, any questions?

Verbal consent

"I am going to ask you about your EC experience as a result of being involved in the Melksham 0-19 Resiliency Project and being trained in EC. This interview will be audio recorded and transcribed and used as data for my own personal doctoral research project. Some of the questions are based on issues that have been discussed in the network meetings. However, this interview will also cover new ground and give you the opportunity to offer your own personal opinions and interpretations. (If necessary add: To reassure you...) There are no right or wrong answers and all views and opinions are valid and relevant.

In agreeing to participate in this interview I am asking for your consent to quote in my thesis from your responses (Pause: response). All responses will be anonymized by using your participant number, however, you can choose to use your name or a pseudonym chosen by you if you prefer (Pause: response).

Notes:

A. Introduction – setting the scene

1. I wonder, to set the scene and start us off, whether you can tell me a little bit about yourself and what your role is within the setting
(prompts: Role, age, length of time at the setting, work experience etc)

Notes to self: question reflection & extension:

B. Thinking about EC: General setting-based focus

1. Some of the practitioners have said that EC has challenged their assumptions about the role of emotions in behaviours, I wonder what you think about emotions and behaviour?
2. Do you think EC has generated new thoughts/ understanding for you in relation to emotions and behaviour?... in what ways... can you explain further...
3. In what ways has discussion about EC with your colleagues (in the network meetings and since) affected your thinking about emotions and behaviour?
4. Was there anything or anyone that you thought was helpful in supporting your thinking about emotions and behaviour and EC? In what way was it helpful/unhelpful for you?
5. How does your practice now compare to your pre-EC practice in the setting? Awareness, differences /similarities, changes, confirmation, challenges

Notes to self: question reflection & extension

C. EC Incident focus - Personal use of EC in setting and professional practice

I am going to ask you to think about and describe a time when you have used or seen EC used recently ...pause ... are you comfortable with that? ... can return to this if need more time or mind gone blank

1. So, can you describe to me, set the scene, and tell me what was happening, going on, who was involved and your role in it, and the outcome....
2. Why did you choose that particular example?
3. How did the incident and using EC make you feel – whilst dealing with the situation and afterwards?
4. What were you hoping to achieve when you chose to use EC, to what degree did you achieve the outcome you wanted
5. How did the experience of using EC and the outcome affect your belief in EC?
6. In what ways do you think EC has influenced your professional practice and development
7. In what ways do you think EC has influenced your personal understanding of emotion and behaviours?

Notes to self: question reflection & extension:

D. Feelings about Emotions – Meta emotion philosophy focus

These questions are to delve a bit deeper into personal and professional views about feelings and emotions

1. What are your thoughts and feelings about emotions and emotional displays in general; in educational settings; in adults; practitioners; children; in yourself
2. When you see adverse emotional displays in the children, what do you do?
3. What skills do you think are important to teach the children about emotions?
4. What is your role/ whose is responsible for the development of mental health and wellbeing in settings?
5. From your experiences of EC, in what ways- if any does EC impact on the wellbeing of adults including yourself, staff and parents? Can you explain that a bit further to me?

Notes to self: question reflection & extension:

E. EC Impact – thinking about the EC training experience and relevance to personal and professional practices

1. Thinking about the EC training and the network meeting with colleagues, did you find yourself thinking about issues relating to personal and professional practice that you would not normally reflect on? Can you tell me more about that ... can you give me an example to illustrate what you mean?
2. Having been through the EC training- what are your thoughts about adult role modelling and children's behaviour?
3. Can you explain to me in what situations you have found EC helpful ... why?
4. Can you explain to me in what situations you have found EC to be unhelpful/ not useful? ... why? Expand, do you mean
5. How often would you say that you use EC in a professional capacity, can you give me examples of the situations
6. Thinking about your setting and all that goes with your role, have you found EC useful/ used EC in situations other than with children in emotional moments? can you give me examples of the situations
7. Thinking more generally, so in life outside work, have you found EC useful/ used EC? can you give me examples of the situations.

Notes to self: question reflection & extension:

F. Practitioner biography and EC practice

1. Why did you get involved in the original Melksham 0-19 Resiliency Project?
2. Is there anything, from your own situation, life and/or experiences that you believe influenced your choice to participate in this research study?
3. In what ways, if at all, has being trained in EC influenced your personal and professional development?

4. In your own words and from your experience how would you describe what is EC?

Notes to self: question reflection & extension:

G. Closing questions and queries

1. Some practitioners have commented that EC use is dependent on having enough time and numbers involved in the situation, what do you think about that?
2. Do you have any other observations about the use of EC in settings that we have not covered and you would like to add?
3. Final question, how have you found being interviewed about EC?

Post Interview checks

Give thanks, turn off machine, explain again what will happen to the data, check they have my contact details and the details of support services if needed,
Write up field notes about the interview experience from my perspective
Note any extensions/refocusing of interviews

A5: Mapped interview questions to research questions

<p>Researcher-informed research questions propose structural focus to initially guide the study's collection of data on participant EC experience</p>	<p>The following semi-structured interview questions inform but are not exclusive to defining research question</p>
<p>What is the EC experience for practitioners using EC in settings?</p> <p>Explored through:</p> <ul style="list-style-type: none"> • I. The narratives of the research journey experience of training in EC for practitioners. • II. The practitioners' narratives of using EC in emotional situations. 	<p>A1- I wonder, to set the scene and start us off, whether you can tell me a little bit about yourself and what your role is within the setting (prompts: Role, age, length of time at the setting, work experience etc)</p> <p>B3 In what ways has discussion about EC with your colleagues (in the network meetings and since) affected your thinking about emotions and behaviour?</p> <p>B4 Was there anything or anyone that you thought was helpful in supporting your thinking about emotions and behaviour and EC? In what way was it helpful/unhelpful for you?</p> <p>C1 So, can you describe to me, set the scene, and tell me what was happening, going on, who was involved and your role I it, and the outcome....</p> <p>C2 Why did you choose that particular example?</p> <p>C3 How did the incident and using EC make you feel – whilst dealing with the situation and afterwards?</p> <p>C4 What were you hoping to achieve when you chose to use EC, to what degree did you achieve the outcome you wanted</p> <p>C5 How did the experience of using EC and the outcome affect your belief in EC?</p> <p>C6 In what ways do you think EC has influenced your professional practice and development</p> <p>C7 In what ways do you think EC has influenced your personal understanding of emotion and behaviours?</p> <p>E1 Thinking about the EC training and the network meeting with colleagues, did you find yourself thinking about issues relating to personal and professional practice that you would not normally reflect on? Can you tell me more about that ... can you give me an example to illustrate what you mean?</p> <p>E2 Having been through the EC training- what are your thoughts about adult role modelling and children's behaviour?</p> <p>E3 Can you explain to me in what situations you have found EC helpful ... why?</p> <p>E4 Can you explain to me in what situations you have found EC to be unhelpful/ not useful? ... why? Expand, do you mean</p> <p>E5 How often would you say that you use EC in a professional capacity, can you give me examples of the situations</p> <p>E6 Thinking about your setting and all that goes with your role, have you found EC useful/ used EC in situations other than with children in emotional moments? can you give me examples of the situations</p> <p>E7 Thinking more generally, so in life outside work, have you found EC useful/ used EC? can you give me examples of the situations.</p> <p>F1 Why did you get involved in the original Melksham 0-19 Resiliency Project?</p>

	<p>F2 Is there anything, from your own situation, life and/or experiences that you believe influenced your choice to participate in this research study?</p> <p>F3 In what ways, if at all, has being trained in EC influenced your personal and professional development?</p> <p>F4 In your own words and from your experience how would you describe what is EC?</p> <p>G2 Do you have any other observations about the use of EC in settings that we have not covered, and you would like to add?</p> <p>G3 Final question, how have you found being interviewed about EC?</p>
<p>2. How does EC influence practitioners' response to emotional and behavioural situations in settings?</p> <p>Explored through:</p> <ul style="list-style-type: none"> • III. The practitioners' perceptions of the role of emotions in settings practice. • IV. The practitioners' perceptions of EC in their understanding of, and response to emotions. 	<p>B1- Some of the practitioners have said that EC has challenged their assumptions about the role of emotions in behaviours, I wonder what you think about emotions and behaviour?</p> <p>B2 Do you think EC has generated new thoughts/ understanding for you in relation to emotions and behaviour?... in what ways... can you explain further...</p> <p>B3 In what ways has discussion about EC with your colleagues (in the network meetings and since) affected your thinking about emotions and behaviour?</p> <p>B4 Was there anything or anyone that you thought was helpful in supporting your thinking about emotions and behaviour and EC? In what way was it helpful/unhelpful for you?</p> <p>C3 How did the incident and using EC make you feel – whilst dealing with the situation and afterwards?</p> <p>C4 What were you hoping to achieve when you chose to use EC, to what degree did you achieve the outcome you wanted</p> <p>C5 How did the experience of using EC and the outcome affect your belief in EC?</p> <p>C6 In what ways do you think EC has influenced your professional practice and development</p> <p>C7 In what ways do you think EC has influenced your personal understanding of emotion and behaviours?</p> <p>D1 What are your thoughts and feelings about emotions and emotional displays in general; in educational settings; in adults; practitioners; children; in yourself</p> <p>D2 When you see adverse emotional displays in the children, what do you do?</p> <p>D3 What skills do you think are important to teach the children about emotions?</p> <p>D4 What is your role/ whose is responsible for the development of mental health and wellbeing in settings?</p> <p>E2 Having been through the EC training- what are your thoughts about adult role modelling and children's behaviour?</p> <p>E3 Can you explain to me in what situations you have found EC helpful ... why?</p> <p>E4 Can you explain to me in what situations you have found EC to be unhelpful/ not useful? ... why? Expand, do you mean</p> <p>E5 How often would you say that you use EC in a professional capacity, can you give me examples of the situations</p> <p>F3 In what ways, if at all, has being trained in EC influenced your personal and professional development?</p> <p>F4 In your own words and from your experience how would you describe what is EC?</p> <p>G1 Some practitioners have commented that EC use is dependent on having enough time and numbers involved in the situation, what do you think about that?</p> <p>G2 Do you have any other observations about the use of EC in settings that we have not covered, and you would like to add?</p>

<p>3. What evidence is there of personal and professional practice change resulting from using EC in their working practice?</p> <p>Explored through:</p> <ul style="list-style-type: none"> • V. The practitioners' reflections on practice response changes to emotions and emotional behaviours in the workplace. 	<p>B2 Do you think EC has generated new thoughts/ understanding for you in relation to emotions and behaviour?... in what ways... can you explain further...</p> <p>B3 In what ways has discussion about EC with your colleagues (in the network meetings and since) affected your thinking about emotions and behaviour?</p> <p>B5 How does your practice now compare to your pre-EC practice in the setting? Awareness, differences /similarities, changes, confirmation, challenges</p> <p>C5 How did the experience of using EC and the outcome affect your belief in EC?</p> <p>C6 In what ways do you think EC has influenced your professional practice and development</p> <p>C7 In what ways do you think EC has influenced your personal understanding of emotion and behaviours?</p> <p>D2 When you see adverse emotional displays in the children, what do you do?</p> <p>D5 From your experiences of EC, in what ways- if any does EC impact on the wellbeing of adults including yourself, staff and parents? Can you explain that a bit further to me?</p> <p>E3 Can you explain to me in what situations you have found EC helpful ... why?</p> <p>E4 Can you explain to me in what situations you have found EC to be unhelpful/ not useful? ... why? Expand, do you mean</p> <p>E6 Thinking about your setting and all that goes with your role, have you found EC useful/ used EC in situations other than with children in emotional moments? can you give me examples of the situations</p> <p>E7 Thinking more generally, so in life outside work, have you found EC useful/ used EC? can you give me examples of the situations.</p> <p>F3 In what ways, if at all, has being trained in EC influenced your personal and professional development?</p> <p>G1 Some practitioners have commented that EC use is dependent on having enough time and numbers involved in the situation, what do you think about that?</p> <p>G2 Do you have any other observations about the use of EC in settings that we have not covered, and you would like to add?</p> <p>G3 Final question, how have you found being interviewed about EC?</p>
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A6: Field notes written post-interview

Participant 4

Final interview at the same setting and feeling a little tired but the previous interviewing has given me much to think about and a realization that EC seems to effect differing responses in participants.

Participant 4 had much teaching experience in schools. Her background was in sciences so she 'got' and liked all the science bits.

Microsoft Office User
Personal interest

She appeared reserved in manner and stated that she had personal experience of depression, so was aware of the effects of emotions on behaviours (a friend). As the interview continued she became more confident and offered more detailed and thoughtful engaged responses.

Microsoft Office User
Not voluntary attendance

Attended the training because it was compulsory (!) but found it interesting and especially liked the physiological link to emotions and the normalization of emotions, particularly the negative ones- it has helped her understand and support her friend better.

Microsoft Office User
Enjoying the science of physicality of emotions

She sees her role as a teacher as developing children holistically (i.e. not just academic progress).

Microsoft Office User
Holistic approach

Now has an increased awareness of emotional needs and always does step 1 (of EC three step process)

Microsoft Office User
Confirming natural approach

She is less confident of step 2 and 3 because of the time restrictions, the public arena of the classroom and not knowing what she has to do in regard to keeping on task with the national curriculum versus a personal agenda.

Microsoft Office User February 01, 2017
Restriction of time & curriculum demands and? confidence

She liked the training and particularly liked the network as they increased her awareness and focus on EC and opportunity to share and reflect and anecdotal evidence was important.

Microsoft Office User
Professional interaction increased learning

She would have liked to have more training and have shared

Microsoft Office User
Experiential learning

training with other schools, she is a believer in lifelong

Microsoft Office User
Personal responsibility

learning and is always keen to learn more.

Microsoft Office User
Sees her approach as different

She believes that her personal life and professional life are

Microsoft Office User
Transferring from work to home

separate but thinks that - with more practice- EC would be

transferable to family life.

Microsoft Office User
Affirming her prior knowledge

EC has given her an increased confidence and understanding

and belief in the role of emotions in behaviour

Microsoft Office User
EC appropriate for schools and Nb for all

She sees school as a good place for EC and believes that it should

be continuously used throughout the school life - so it would be

good to teach older children how to do EC.

Microsoft Office User
Recognizing EC for more intimate situations

Thinks that EC is best practiced on a one to one situation rather

than publically

Microsoft Office User
Universality of EC for all practitioners

Believes that all staff should be trained in EC but particularly

the lunchtime supervisory staff as most incidents and

opportunities for EC occur when children are at play or not

Microsoft Office User
Emotional moments occur in all aspects of living

doing lessons.

Participant 7

Very busy and was difficult to find a time that was convenient or enough time for her to talk with me. This participant had a background in social services and had just started at the school. She was a newly appointed deputy head and her career pathway

took her from a TA to deputy head and she thought that the EC training project looked interesting so had pushed for the school management team to be trained. She was very open and	Microsoft Office User Referencing role of senior management support
verbose, interesting and easy to listen to and converse with. Freely shared personal information, noting that she had much personal experience of emotional distress.	Microsoft Office User Linking personal and professional views
She initially thought that there was nothing new about EC as she knew about the link between emotions and behaviour	Microsoft Office User Recognizing EC as effective communication
(believes emotions are integral to life) but realized she had been dismissive of emotions and a little afraid of emotions that she did not 'get', e.g. fear. As she engaged and used EC she was surprised that 'it worked'. Because of previous personal experiences she felt the whole school needed to adopt EC and it could inform the 'school ethos'. As a result, she and the management team (supported by our resources and trainers) trained the whole school. The network/booster sessions were tricky but believed very useful in that they provided the space to reflect with 'others' and integrate into all practice. She also found it useful with working with staff and parents she believes that EC is 'natural' and she uses it with her family and EC 'never not helps'. Seemed genuine and enthusiastic and also creative in its use - she adapted the approach and used it - as a wrap around the child approach - with a group of boys who were 'potential to be excluded'. Had dramatic results on exclusions and attendance and, as a result, was to become integral to the behavioural policy	Microsoft Office User Evidencing reflection and understanding
	Microsoft Office User Believing in whole setting approach
	Microsoft Office User Recognizing role of Networks to support integration of EC
	Microsoft Office User Power of opportunities to reflect with others
	Microsoft Office User Seeing EC as natural and always helpful
	Microsoft Office User Evidence based changes to setting policies - power of experience

Participant 16

Contextual info for self: I was pleased that anyone volunteered to be interviewed at this particular primary school as we had found the majority of practitioners supportive of the EC training day but reluctant about the network/booster sessions and increasingly disengaged. Therefore, I felt that they maybe this interview could offer an alternative perspective of the introduction of EC in community and educational settings and help me understand 'what went wrong' here. However, I also knew that I needed to be sensitive and read the whole of their communication with me - be mindful that because I had found it difficult and upsetting to understand their engagement in the Network/booster sessions, this must not bias my approach, engagement or analysis. (The school could only allocate half an hour (rather than the hour) for Network/booster sessions and chose to position them as the first item on their busy general staff meeting - this meant that their after-school meetings were longer than usual and not all staff who attended the MRP 0-19 project routinely attended (e.g teaching assistants and part time members of staff). Most of the practitioners spent the time reading the minutes of the meeting and it was difficult to find a shared pathway through. But, as this was a pilot, I wanted to try and asked for feedback, after an awkward second Network meeting - it became evident that they felt that the Network/ booster sessions were not relevant to their specific practitioner needs or needed for their particular school. It seemed that lifelong learning was perceived as only needed if

Microsoft Office User
Valuing alternative viewpoints of EC experience

Microsoft Office User
Finding Networks disengaging

Microsoft Office User
Trying to understand participants experience

Microsoft Office User
Remembering the personal emotions from experience

Microsoft Office User
Recognizing complexity and co-construction / synchronicity in communication

Microsoft Office User
Recognizing the uniqueness of the initiative

practice was seen as wanting. I wondered if there was also residual resentment resulting from the initial engagement of their school in the MRP 0-19 Project. I remembered a group of experienced practitioners from this school had initially refused to sign the consent form to participate in the research project and fill in the pre-and post-questionnaires. It transpired that they were not fully unaware that the training day was linked to a research project and they were unhappy that their head had not communicated this to them. I do not know if this was intentional or simply miscommunication but sadly it effected all subsequent engagement.

Microsoft Office User
Recognizing complexity in actions and contextual influences

Microsoft Office User
Recognizing potential miscommunications with information flows between/ within organizations

Pleasant and easy to converse with, this male teacher explained that he only volunteered to participate in my doctoral study because his wife was doing her doctoral research, and he was aware of how difficult it was to get people to participate. He had a background in psychology and nursing prior to teaching and believed that his 'modus operandus' was very much to acknowledge emotions. However, he believed that teaching was driven by the academic agenda the '3 R's' and as a teacher you cannot always give time to emotions - suggesting he sees them as two separate entities and not affecting one another (emotions and learning)

Microsoft Office User
Personal life influencing professional

Microsoft Office User
Refereeing prior experience and knowledge

Microsoft Office User
Dominating statutory academic curriculum

He sees EC as an approach rather than a technique but was quite specific when it was appropriate to use EC. He would use it for 'more trivial' problems but believed in the 'stick and carrot' approach for more complex situations, e.g. when dealing with anger outbursts.

Microsoft Office User
Referencing EC as an approach but to be used selectively

Microsoft Office User
Seeing EC as appropriate for Setting use for certain situations

Microsoft Office User
Relying on behaviourist approaches

He recognized the need to create safe havens and sees his setting as having that as a shared ethos. He believes that all teachers should show and use EC and, when in a management position he would select staff to promote and use EC. However, he is also aware that life is very complex and you cannot solve it all with EC, so it is 'just a part' of his teaching approach but not fundamental to it - (which is a bit ambiguous as contradictory to what he said earlier).

Microsoft Office User
Seeing EC as useful/relevant for all

He does use EC at home with his children- it works well with his son (6 years) who is quiet and gentle, but less well with his younger daughter (2 yrs), therefore he adopts the approach of ignoring, reward/sanction approach to manage her emotional outbursts. Said that he thinks that he is naturally a reflective practitioner and that the interview had helped him to think again and afresh about EC. What he had taken from the training was 'the scripts' to find the words to acknowledge the child's emotions and show his empathy.

Microsoft Office User
Seeing complexity in lived lives

Microsoft Office User
Seeing EC as dependent on child not emotion/situation

Microsoft Office User
Returning to behaviourist approach

Microsoft Office User
Recognizing self as reflective practitioner

Microsoft Office User
EC training given him greater vocabulary and confidence to show empathy

Participant 19

Participant 19 chose to be interviewed because she felt it was important for me to hear from someone who thought EC was 'not appropriate for schools'. She was expressive and confident in her opinions and keen to share them. The interview took place in a busy reception office, so lots of interruptions but she stated that she did not mind others hearing her opinions.

Microsoft Office User
Verbalizing EC not appropriate for Settings

She had a financial background and had worked in an administrative capacity at the setting for five years, with constant access to children, teachers and parents.

Was personally dismissive of emotions particularly anger.

Microsoft Office User
Evidencing dismissing of emotions – particularly anger

Believes that good behaviour is 'a moral thing' and children should know better. children need to 'be disciplined' to respect

Microsoft Office User
Learning through adult discipline

the teachers and this should be 'taught at home' (Clear divide

Microsoft Office User
Believing that school and home life have differing roles in teaching and learning

between home and school) She believes that schools are about

the 3 R's not about feelings, she believes that 'types of parents'

Microsoft Office User
Emotional behaviours are learnt from parenting

produce 'types of children' and 'it was not her responsibility to

Microsoft Office User
Believing her professional role not involved with emotions

engage or work with their emotions.

However, when at home she 'tries to listen' if her children are sad or fearful but it is more because she feels as a mother she

Microsoft Office User
Seeing role at home as different

should rather than she believes in it. Her husband is a

disciplinarian and what he says goes and he 'doesn't do'

emotions. She believes that EC makes bad behaviour acceptable -

children should learn through 'being told off or ignored'.

Microsoft Office User
Disapproving of emotions

Interestingly she then went on to give an example of when she

used it with her son and he came back to her and apologized

(which was not the normal response) - she also noted that using

Microsoft Office User
Recognizing EC helped her and son manage emotional moments

EC made her feel calmer, however she was adamant that EC was

not appropriate for school life and emotions were to be dealt

Microsoft Office User
School home divide

with at home.

A7a: Coding of transcripts of interviews

Participant 14: Jill, Early Years setting

? Focus Codes

Coding & comments

EC should be for all

adapting EC educational agendas

flexibility of EC adapting EC home / setting own

home / setting educational agendas

EC as an approach

technique

EC as a technique

347 people should have that opportunity, it shouldn't just be the
 348 luck of the draw that I happen to be in this job, you know, so,
 349 um, I don't think, and yeah we're doing it on our parenting
 350 course and stuff, but again if I hadn't been doing that I mean
 351 my children are coming up to 10, where are the parents of
 352 those children getting that benefit of that from? So it's an
 353 interesting, where do you go with this next.

354 I: For that community approach.

355 J: Yeah, because I think, I think it would help families even of
 356 older ones that we, we work with here, it's interesting,
 357 because I'm doing a college course at the moment in the
 358 evenings and we were talking the other night at college about
 359 the 24/7 parenting course, ... come across that one, but it's
 360 designed for older ones, um, and we were looking at all this
 361 and ... all the areas are covering exactly what we're covering in
 362 the under 5s one, and in the end I just said to her, I've got to
 363 say this, people are learning this on our courses when they
 364 come, where does it go wrong between them needing to come
 365 back and learn the same things for their 11, 12 year olds? And
 366 it, there's, I don't know, there's no sort of continuity in a way,
 367 and I think this is another one we can build this into our
 368 courses but those that haven't had that benefit where are they
 369 going to get? Because I know you do go into schools don't you.

370 I: Yes and our view is for everyone to be doing it, that it sort of
 371 becomes a way of being, we just have it as our way.

372 Part of our life. And we're sort of starting though with our
 373 little drops in the puddles, and moving forward, but I agree
 374 with you I think it's one of those things. And I was going to say
 375 to you, do you see it as an approach or a technique or both?

376 J: Oh, that's interesting. Um, you see I see it as an approach
 377 because I do think it's, it should be part of everything, not I'll
 378 just do that for today, because that's today's session, which is,
 379 so is a technique you could learn to use for that situation, I
 380 would go as a broader approach to any situation.

381 I: And do you think that's because it reflects how you are as a
 382 person that, you know as you say, with your background and
 383 your experience and the job you're in, you know, you must be
 384 a very effective communicator, very empathetic, so do you
 385 think it's, that you can view it as an approach because it fits in
 386 with your personal?

differing chances in life
 believes EC should
 be available to
 using EC on PP
 all so every
 child benefits
 querying what happens
 to parenting advice
 child gets older

believing EC
 is relevant to all
 doing prof. dev.
 recognising need for
 parenting skills
 seeing similarities
 in parenting issues
 noting changing EC
 Beh. as children
 looking at process
 changing course to
 need
 linking to schools

confusing
 community
 report

EC is primarily an
 approach
 + a technique
 recognising it's a
 way to be with
 others
 flexibility of EC

Explaining EC Approach / technique

387 J: Yeah that could well be a point yeah, I think when we did it
 388 on the parenting course, maybe we do introduce it more as a
 389 technique perhaps because what we're doing there is giving
 390 them strategies to try, so we're giving them another strategy
 391 to try, so from that point of view yes I suppose we're giving
 392 them a technique, um, but a lot of what we say on the
 393 parenting is all about, you don't use everything all the time,
 394 you use what's right in different situations. Um, but in a way I
 395 think this is a little bit different because you can adapt it and
 396 use it in other ways. And you don't have to only use it because
 397 you've got a behaviour brewing, you know, it's about, you
 398 might never, well hopefully you might get a situation where
 399 you don't have these behaviours because you are doing it
 400 before you get to crunch point, so maybe it, maybe we should
 401 look at that from the parenting point of view is to say well, this
 402 is your, this is an approach and then we'll give you different
 403 strategies if it comes to crunch point but hopefully you've used
 404 this.

405 I: I was going to ask you, do you think it, I mean one of the
 406 things is, could it be seen as a technique and an approach?
 407 And it could be on a, almost like a, you can use it as adapting
 408 and adopting it as, for those moments but also as an
 409 overarching? Would you say that that could be something that
 410 as a -

411 J: Yeah because I can, well I can say, I can see it as being both
 412 things

413 J: Yes, well I could say, I can see it being both things, yeah.

414 I: That's really interesting.

415 I wonder in what ways you feel, and this is moving more to the
 416 meta emotion, how you feel that having gone on the training
 417 has affected your meta emotion, your opinions on that
 418 spectrum of emotions, and how you feel about them, whether
 419 that's changed or just you're more aware, I don't know.

420

421 J: Yeah it is about awareness I think and thinking about
 422 emotions, not thinking they just happen, they've got a reason
 423 or a background, or whatever - that there is, they're coming
 424 from somewhere, because I think that's it, and I think parents

using EC in prof pro
 referencing EC as
 tech. amongst other
 offering supportive
 techniques / strategies
 EC is not just for
 negative or emotional
 moments
 seeing E. as ongoing
 engaging with it
 it can be used but
 it is also an
 seeing EC as an
 approach to behavior
 management
 clarifying message
 recognising EC as a
 tech / approach
 consequences of
 EC T on
 Gordon self
 recognising as result of
 taking EC + awareness of
 E + understanding
 of origins affect
 or self
 increasing reflection
 on incidents

seeing EC
 as tech
 approach
 AAA S
 mind
 adult focused
 child focused

MEP +
 Emotional
 self
 setting emotions +
 behavior
 Engaging with f

425 are the same, that's just how it is, because it is, I don't know
426 why, you know, they just are.

being human

427 Because you don't even think about it.

- Recognising not common (in adult society) to think about it.

negative medical view

428 I: I wonder, and I think I know the answer to this, but I'm going

ignored

429 to ask the question, what you see your role in developing the

430 mental health and well being of those that you work with, do

431 you see that as part of your role and do you see emotion

432 coaching as supporting that or not?

433 J: Mental health is a really interesting issue. Well, I am even

434 surprised by the amount of families we have that are affected

435 by some sort of mental health, in some way or another,

436 whether that's, or there's just more of it around in society

437 now or whether it always has been, but more recently I think

438 families I'm working with it's an issue somewhere, um, yeah, I

439 think the difficulty is some of the children I see in these

440 families, if the parents have got some issues from the mental

441 health point of view, it's really hard for them to support their

442 children, so, and this is where it comes in, if we're doing the

443 emotion coaching in the setting, which is great for the children,

444 the capacity for parents sometimes to support that at home, is

445 not great. So I don't, in a lot of ways you can't really separate

446 them out - parents need - parents need emotion coaching -

447 don't they, for themselves, not for them to deal for their

448 children but in a way, um, it's, do you know, some of it I think

449 is to do with just time and society, and you know ... emails and,

450 people are just so busy doing stuff. That you forget about

451 what's going on inside I think.

Surprising commonality
changing fam. need
seeing more families
with issues.

Linking parents health
with child outcomes
difficulties of parenting
when have health issues
using EC in setting

differring home/setting
experiences
recognising parents/job
needs

Time Poor Society
Task orientated
* forget about
emotional self.
Seeing technology as
distracting from being
inside

452 You know, I've got to tweet somebody or whatever it is, And

453 I: I think that's a very valid point.

454 J: And you kind of forget what's going on inside. I think it would

455 help how you get that into parents I think is a bit more

456 difficulty, I mean I don't know, didn't you work with mental

457 health professionals for this?

believing 'forget about'
emotional selves
Linking concerns to
wider work force.
questioning interviewer

458 I: Well we work with, sort of the health visitors and we've been

459 talking with those that work, who are at, actively intervening,

460 but we see this very much as a universal approach, it's a bit like

461 you said, everyone would benefit from it, so when we, with t

462 he capacity of mental health we talk about it, it actually

463 maintaining, not necessarily someone having an issue, so that,

home setting
outside

Boundaries

difficulties

blurred home/setting

Education

agenda

Personality

Self

adult

long

do

etc.

discussions

limitations

barriers

Resist

again

464 that idea, like you say, it just helps maintain your mental health
 465 so that you can function, or support your functioning and your
 466 resiliency really, and from what you've been saying about your
 467 work with parents I can see you see that's very important that
 468 you're there supporting them with their children, that's -

Educational approach
child focused
goals

469 J: Yeah that's our job role, because it's how we can improve
 470 outcomes for this child by what support the parents need to
 471 give their child the best outcome.

Defining RRR of Job
 Job focus help child
 their parents.

472 I: So this for you has been valuable in sorting out, if to identify
 473 that the parents come with their baggage like you say, and that
 474 needs to be worked with.

home setting
divides
different
difficult
barriers
recognising
relationships

475 J: In a way by being able to say about emotion coaching, it kind
 476 of gives you a way in to tackling that to parents because you
 477 can say well, to support your children and how they're feeling
 478 you've got to acknowledge your own feelings in this, isn't,
 479 that's not always easy for - because I mean obviously you're
 480 not criticising what a parent's doing, and some of them could
 481 get a bit defensive, it's not about me, it's about my child, and,
 482 but sometimes the two of you can't really split that out - so it's
 483 -

EC giving chance to
 talk about E
 Using EC as a way
 of supporting / our
 parents sense of self
 recognising sensitivity
 recognising difficulty
 of talking to P
 about their MHP
 °° connections / not
 always recognised
 seeing defensive parent
 behaviour

484 I: Do you find then it is a technique to almost get round that,
 485 because I know we live in a culture where there's a lot of
 486 blame isn't there, and we have these defined 'good' parents,
 487 which means if you're not in that category you must be in the
 488 other one, and that can be really very destroying for your
 489 esteem, so do you, would you say that using emotion coaching
 490 helps you move around that and come at a different?

limit of
EC as a
tool
has
some
limitations
home setting
divides
personal
selves
Limitations
barriers

491 J: It does, I think you have to be a little bit careful depending on
 492 where the parents' at. For example, there's a particular family
 493 I can think of where there have been mental health issues and
 494 anger management things and what have you for the parent,
 495 um, and to start saying to that parent, think about your own
 496 feelings and your own emotions, that's like a red rag to a bull,
 497 as a criticism and potentially knowing what they're like you're
 498 kind of putting risks in that you wouldn't - so I would pick
 499 handle it, generally I would say for everybody, but I'd say you
 500 do need to be a little bit careful in certain circumstances with
 501 some of the families.
 502

Need to know parents
 to use EC
 cautioning prof. approach
 Recognising
 relationships
 pushing anger by sibling
 needing to be aware of
 aware of each for 2/10
 all but for some
 families, particularly
 with known mental health
 issues - be careful
 paying attention to E
 health issues, mental
 health
 of parent

Use of EC with families with mental health issues

Participant 2: Lorraine, Primary School Setting

? Focus Codes

Coding and Comments

<p>EC premise h.h. EC training School, Emotions + behaviour a way of being → becoming educational agenda EC training knowledge dup</p> <p>Staged process of working with E to maximize learning EC premise home school divide EC child focused goals</p> <p>EC helps to do something with E In vivo code</p>	<p>29 H: I think for me I did, I knew a bit about that, in previous work that 30 I've done, I've actually worked with, at my previous school, we 31 worked with a colleague who actually talked to the children a lot 32 about their emotions and the effect on their emotions on their 33 learning. And so, for me, this was just taking it one step further, 34 because you know the little bit where we were talking about your 35 emotion and if you're upset about something you can't actually get 36 through to your thinking, you know, literacy, numeracy, that just 37 goes out of the window. That was something I did already know 38 about and I have used with children because of their learning, 39 especially with year 6s, for their sats, I would actually say to them 40 you know, if you get really uptight and sad and worried about this, 41 but particularly the mental maths test, actually by the time you've 42 calmed down the mental maths test has gone, because of that. So I 43 have used that before, but this challenged the thinking further.</p> <p>44 I: Was that the first time you'd come across it in this previous 45 setting. Obviously it had really inspired you or hit a nerve for you?</p> <p>46 H: It's that, it's that, not the curve, not knowing what you don't 47 know and then when, you're in that area where you realise the 48 emotions do have an effect on children, you know you see children 49 becoming very angry or very upset from something that happens at 50 home, and you know that they're not learning as well as a result, 51 but it's actually moving it that one stage further from recognising 52 the child's emotions to using it into a positive.</p> <p>53 I: So you're actually using it constructively to move on.</p> <p>54 H: Yes, rather than just recognising it and then it's out in the ether 55 and what do you do with it.</p> <p>56 I: So you're doing something very constructive with it.</p>	<p>referring to previous know of ns of E reviewing previous know learn from previous school / college</p> <p>recognising learning sees EC as developing for re for knowledge upset means can't learn confirming + extending what she validated what she already knew about E, + children + learning</p> <p>using sats test as eg that can can trigger learning challenging + having learning challenged for thinking about E + learning further</p> <p>confirming importance of recogni- sation of E on children</p> <p>EC training has helped her to go 'one stage further' than just recognising but using E to benefit child (not to power/man ipulate them)</p> <p>using E constructively</p>
<p>Engaging with Emotions life as a journey control belief in life by learning adapting + adapting practice</p> <p>(Recognise Power) ability to recognise E in other necessity to know about affect School emotions + behaviour EC training awareness of E use to dismiss emotions - not relevant role of consulting evidence of behaviour change changing E awareness adapting practice</p>	<p>57 H: Yes.</p> <p>58 I: Can you think of a particular time, or a particular incident where, 59 that this has happened and made you think, yes that is what it's 60 about?</p> <p>61 H: I mean I had, it's on two levels really because I had a child at my 62 previous school again, who really got uptight with the mental 63 maths, really every time, and by discussing how they felt, we were 64 able to get them through that particular test and that changed their 65 attitude towards it, however, I knew that I was talking from a point 66 of where there was a lot more I didn't know and I now would love 67 to turn the clock back to that time again because through this 68 emotion coaching I think I could have tackled it far better... So it's, 69 it's that, knowing what you don't know and not knowing how to 70 take it, I mean yes we managed to get a positive outcome, however 71 it could have been an even more positive outcome and better with 72 what I now know.</p> <p>73 I: So you would have felt better and you feel the child would be 74 better equipped had you had that information.</p> <p>75 H: Absolutely, because it's that recognition, I knew they were upset 76 and I knew they were cross, and we were able to say that, but I 77 don't know that the child necessarily recognised how cross and 78 upset they were, and I don't know how - I think it's back to that 79 first day of training we had when we sort of almost dismissed the 80 emotion, you know, and it's, you know you can't afford to feel like 81 this because, however, now I would have empathised a lot more 82 and said I really respect and understand that you feel upset about it 83 and I think it would have been a different way of.</p> <p>84 I: So maybe more of a problem-solving approach.</p>	<p>referring to prior exp + know</p> <p>using discussion of feeling to upset child in context of maths however reflecting did not know about EC then wishing to 'turn the clock back' "through EC knowledge would have been able to 'tackle' it better EC helping to achieve better outcome - has better knowledge + understanding</p> <p>confirming able to read E but did not realise the full of child being involved + told of E reflecting on training + dismissed E realising the 'can't afford to feel like this' since training behaviours changed - would verbally acknowledge / empathised about upset</p>

85 H: Right.

86 I: And empowering for the child I guess.

87 H: Yes. I mean we did do that, but it would just have had more
 88 impact I think almost for me to say, I recognise how it was, rather
 89 than it is like this, this is what we're going to do about it.

90 I see it's a subtle difference but it is a very important difference.

91 Many of the participants for the emotion coaching, we found in
 92 their review, have sort of said it's made them more focussed, a
 93 little bit like you're saying, more aware and more sensitive to
 94 emotions. Is this true for you? And can you describe a situation or
 95 an incident that you think well that's when I suddenly thought, 'oh
 96 my gosh I can really see the emotion driving the behaviour here'?

97 I can really see the emotion driving the behaviour here?

98 H: Yeah, I think that happens a lot with children, and the younger
 99 they are as well the less equipped they are to hide their emotion.
 100 The older children it's more the extremes, whereas the younger
 101 children know that they're upset or cross but can't necessarily pick
 102 it apart and see what it is. And I think, for me, again it's given me
 103 the tools to be able to empathise with the child to help maybe
 104 move their journey on a little bit more. I mean we had a little girl
 105 who was, was not very well and she was really upset and she was
 106 really cross with me that I was saying she needed to go home. And
 107 it was, I mean she was only 4 ^{in vivo too} ~~years~~ ^{old}, and so, you could see she
 108 was really angry, she felt really, really poorly, but she'd been told s
 109 he needs to be at school because that's what it is, and now her
 110 teacher is sending her home because she's poorly - what's that
 111 about? And she was really cross and upset and actually being able
 112 to, I mean I could empathise with her and say, I know you're feeling

113 poorly and I can see that, and you know, we need to do this, and
 114 probably, I know on the day, it made no difference, she was still
 115 very cross with me when she went home and, you know, which was
 116 very sad, but I've talked to her probably about three months after
 117 and it was a long time, and the difference and the fact that she
 118 could see she was poorly she needed to go home, and she's very
 119 different about it. So the last time when I said 'I think you need to
 120 go home', she was actually understanding. So it's a real, it is a
 121 difference, but it was recognising, because normally you just say,
 122 'oh just take her home'... You know you would be quite, you would
 123 be just very cut and dried about it, but actually having the empathy
 124 at the time she was, you know, inconsolable, but later on we could
 125 do the next problem-solving bit and, you know, she's a capable
 126 young lady, then I said, 'well next time when you're feeling poorly
 127 what can we do?' And, you know the strategies stick.

128 Int: That's a lovely example, isn't it? And it's that idea that because
 129 we do sometimes think, well if it doesn't work at the moment, it
 130 hasn't worked, but you're saying there it's obviously developed a
 131 relationship, it's developed something with both of you.

132 H: Exactly, and I think that's the thing for me, the emotion coaching
 133 is that, part of that relationship, whereas quite often the
 134 relationship for children in school with a teacher is, it's the adult
 135 and child, however, when children are, I think, when children are
 136 upset, or they're particularly happy about something, or worried
 137 about something, actually they only talk to you on a one-to-one
 138 level and it's not necessarily child/teacher. And I think that, you
 139 know, is really important that, as adults, we respect that.

140 Int: You're sort of saying that there isn't a hierarchy, or there
 141 shouldn't be a hierarchy...

142 H: No.

5

3 stages of EC - when two
 last

Linking feelings with understanding
 & behaviours

Readiness & sensitivity / readiness
 to EC

Use of empathy
 co-construction of problem 3 steps

Solving

Permanency of change / approach

Recognising relationships
 more equity than teacher / children

Relational & caring role
 respect for children's feelings

Personal & professional
 selves

EC is integral to relⁿ
 traditionally teachers control relⁿ

believing children when upset
 need to have a closer more equal
 relⁿ with teachers & adults need
 to respect that

Participant 7: Cathy, Secondary School Setting

? Focus Codes

Coding and comments

<p>Example of stall not getting 'set' Emotional driver of bad behaviour - Issues for management</p>		
580	C: Yes. Absolutely.	
581	I: and is that something you come across with staff?	
582	C: Yeah, people do stupid things all the time that I just	Recognising not all staff at same stage of understanding or use of EC
583	kind of go - how can you get that so wrong?	
584	And I think that has been <u>one of the key things of this as</u>	recognising difficulties (personally) when other
585	well, is that things that, um, <u>seem so obvious to me they</u>	had EC but they 'brainstorm'
586	<u>are brain surgery to other people, you know, and I had a</u>	Influence of differing MFP & issues of managing those differences
587	conversation with a member of staff when we first did	using recognised technique asking for information
588	<u>the emotion coaching training for the whole staff, um,</u>	Setting the context
589	where this kid was messing about, and she wanted to do	boy disobeying rules, misbehaving, usual boys messing around
590	<u>restorative conversation, but she was like 'I can't' and so</u>	asking if relevant issues from looking at it
591	I said, right just tell me what happened in the lesson, tell	Linking behaviour (bad) to personal affect on own emotion
592	me the incident, and she said, 'right, well so it's a third	denying understanding of situation
593	set, languages, and they had to do their assessment and	Recognising the situation rather than looking at fool
594	these two boys just kept talking all the way through the	acknowledging understanding behaviour
595	assessment and they were messing about and da, da, -	
596	<u>da', and so I wrote back to her and I said, 'just writing</u>	
597	<u>that out' you've probably seen what's going on, and she</u>	
598	wrote back and went 'no, I haven't, I've just seen that	
599	these two boys were <u>getting on my nerves'</u> and	
600	something that was really obvious to me, but actually	
601	third set languages, doing a listening assessment I would	
602	<u>mess around rather than look like an idiot.</u>	
603	I: Yes, I was going to say, distract, it's the best -	
604	C: Absolutely, send me out the class, I don't have to do	
605	<u>the test, job done. But she didn't see that at all, and</u>	
606	<u>even writing it out she didn't see it, um, and so that's</u>	
607	kind of a <u>big thing actually, is right, well you're going to</u>	
608	<u>have start seeing those things otherwise your lessons</u>	
609	<u>are going to be really painful for you and the students.</u>	
610		otherwise students & teacher will not benefit
611	I: Yeah, I mean because that is the thing, it's not	
612	rewarding having a lesson like that is it? It's soul	
613	destroying time and time and time again.	
614	C: Absolutely.	agreeing not rewarding if lesson goes badly
615	I: And we all get them, but you know, but repeatedly,	
616	yeah. So you're <u>very much looking then at the meta</u>	
617	<u>emotion of your staff.</u>	
618	C: Yes, definitely.	

* Example of EC Informing School processes *

As a manager

Scale of responsibility
recognising
R1

Professional rep
as a manager
for collective prof
approach

educational
hierarchy of

RSP is Educ
adult focused goals
- involvement of
specialist

linking
academic +
social learning

Recognising
R2
child focused
goals

EC
Engaging with

Positive Psychology
School emotion

adapting EC + behaviour
to inform
school approach

* School
approaches

Discourse of
wellbeing
home school

Discourse
recognising R1

619 I: Is that something that you know, developing, you see
620 as your role?

621 C: Yes. Sees her role as ↑ emotional awareness in all staff

622 I: And do you think it's important that your staff take that
623 on board?

624 C: Yeah. Yeah. I don't, I might be being a bit black and
625 white here, but I don't think we have the choice, you
626 know, we are responsible for our students, I am
627 responsible for the behaviour in my classroom - if it's
628 not good enough that's my responsibility, now if I need
629 some support to make that happen all well and good,
630 but it's still my responsibility and on a global scale in this
631 school the behaviour is our responsibility, it's not the Ed
632 Psych's responsibility, it's not, I can't go to county and
633 say it's your responsibility, actually it's my responsibility,
634 so we have to change what we do to get the results we
635 want to get, and we've got over a thousand pupils and
636 each one of those thousand needs things slightly
637 different, you know, there's kind of the job lot, the bog
638 standard bit - there's an awful lot that aren't bog
639 standard.

640 I: And do you feel emotion coaching is something that
641 can allow you to do that adapting, as an approach, it can
642 adapt to all needs?

643 C: Yeah, so a little laddie that we had last week in, he was
644 having his PSP so he's not well behaved - he is at risk of
645 exclusion, it, possibly permanent, we're not going to let
646 that happen, but he is the sort of kiddie that, and what
647 we've always done with PSP when I kind of arrived here
648 was, we'd all sit round and we'd say 'these are all the
649 good things about you, these are all the bad things
650 about you, what are we going to do now?' and I just
651 started feeling really uncomfortable that the kiddie
652 knows all the crap things about himself, he doesn't need
653 to hear it again and again, so I kind of changed some
654 paperwork so that actually you say all the good things
655 about him and he goes away with a sheet that I've kind
656 of created using some of the principles of validating your
657 emotions, so I give him a list of emotions and they talk it
658 through with a TA or someone, which of these emotions
659 do you feel in school most often? And it kind of uses
660 those principles of emotion coaching, they do that away,
661 while we talk about the negative stuff, so we're being
662 really honest about it with mum, or whoever, then they

- reflecting her assessment
may appear judgemental
But

believes they have to ↑ aware
ness of E

Acknowledges "° of role
her responsibility but
also sees it as 'an
responsibility' - all wsa.

- recognising needs to
resp report to Camrty
Believes need to change
Prof Practice to get the
results 'we want to get':
(academic)

Although Recognises
each child is individual
- not handled as 'the job lot' - minimum input for
but 'awful lot - who need are
not'

Recognising EC allows
all to be treated the
same ∴ do not feel
- stigma - of being diff

explaining PSP
stating good + bad things
about child

recognising/ empathy

Acknowledging child does
not need neg reinforcement
Changed process + papers

created (AAS) exercise
to do with TA - which
emotions feel in school

Based on principles
of EC - talking etc

Whilst out of room
Discuss neg. with parents

EC allows all to feel treated the same - Universal
(Universal + Particular) technique

	663	come back and they tell us, they go through the sheet,	returns + talk about
	664	and that <u>worked really really well</u> with this little laddie	how he feels emotionally
	665	last week.	about school
	666	I: and what sort of emotions was he coming back with? I	
	667	mean were you surprised?	
* Adults presume know child's intentions / feelings	668	C: Yeah, um, <u>he wasn't coming up with the emotions that</u>	Surprised her what he did think of school
	669	<u>I thought he would</u> , um, you know he didn't talk about	anger not a problem
	670	anger, he didn't see that <u>that was the problem</u> , he	acknowledged positive emotions
	671	actually came back with a lot of <u>positive emotions</u> , so he	Believes he would not have
	672	was talking about <u>feeling safe</u> , - which is <u>just fab</u> and I	acknowledged / admitted these if had had to listen to "negative stuff" about self
School emotions + behaviours	673	<u>don't think we would have got that out of him if he'd</u>	
Approach was recognising re-inclusive + effective	674	<u>just sat listening to us saying</u> , 'and you're naughty here,	This approach allowed him to engage + talk - contribute
	675	and you're naughty there, and you do that wrong', and	
	676	actually it was lovely and it was all there, you know in big	
	677	thought bubbles or whatever, <u>and he was able to engage</u>	
	678	<u>with that and talk about it</u> .	
	679	I: So you're developing his resilience.	
	680		
role home / school engaging with E	681	C: Because he, <u>environmentally</u> , he has never been	recognising that school can / may have to provide environment + guidance (if home does not) so they can
Educ' agenda Prof. roles	682	<u>taught about his emotions</u> . So that <u>was possibly the first</u>	
	683	<u>time he'd ever had a conversation in detail about his</u>	
	684	<u>emotions</u> .	
Recognising the benefits of being seen + positive / Personal / Professional selves engaging with emotional words	685	And to be confronted with a list of words and so, you	having a list + opportunity time to explore (safely) NB as is 'being seen' + having positive 1:1)
	686	know, ' <u>which of these apply to you?</u> ' was something	
	687	quite novel for him I think, <u>but we all want that me time</u>	
	688	<u>don't we?</u>	
	689	I: Rather than being told what it is.	
	690	C: Absolutely and be told what you are meant to feel you	clarifying need for child control / saw exercise as a menu (prompt) but child still able to choose + explore
	691	know it's a choice thing, <u>it's like a menu of emotions</u> and	
	692	none of them were bad, you know they were just 'this is	
	693	the truth', -	
	694	I: ... emotions, yeah.	
A A adopting + adapting practice	695	C: So that's been quite a nice adaptation of what we	recognising ownership of this approach to EC
	696	<u>already do to think about that</u> .	- checking with interviewee
	697	I can't remember whether I'm answering your question	
	698	or not.	
	699	I: You did, about the role I think that was a definite yes.	
	700		

Emotions inform all communication NB - Use of EC to validate Positives.

701 C: Yes, yes yes.

702 I: I want to talk about, when we were talking about the
703 training, is the things you found in the networks and you
704 have sort of answered this a little bit, and doing the
705 training, that you wouldn't, you hadn't thought about
706 before, that gave you the opportunity to think about,
707 you mentioned that maybe fear was an emotion, you
708 thought, it's not the thing I feel, but I can see it's out
709 there, it's important. Was there any other bits that you?

710

711 C: I think, there were, you know how you sometimes get
712 kind of pictures, right, but I was out on duty out in the
713 yard, and, earlier this year, and I was looking around the
714 yard and I just, instead of seeing faces, you saw
715 emotions on people's faces, and you realised that
716 whether people are kicking off or whether they're not
717 kicking off they're still feeling emotion, um, and so every
718 conversation we have is almost an emotion coaching
719 conversation, it's not just the negative conversation it's
720 the positive ones as well. So in a lesson if somebody gets
721 something right, you can say, god that's going to make
722 you happy isn't it, that's going to make you proud, and
723 you validate the positives as well, and I think that was a
724 big thing, you know, just that, it's not just about calming
725 someone down, it's actually telling them, or kind of
726 saying, I can see that that's making you feel proud or
727 that's making you feel happy, and they get a buzz from
728 that, they kind of, I know I'm feeling happy, and I know
729 that that's a good thing and I know why I'm, so perhaps
730 I'll be able to do it again some time.

731

732 I: So you're reinforcing and it gives you another vehicle to
733 do that.

734 C: Yes, absolutely, so it's not just about slapping down
735 bad behaviour it's about the positive behaviour, you
736 know, building up the positive and hopefully the
737 negative will go down as a result of that as well.

738

739 I: And sometimes they don't recognise the positive, so
740 the fact you reinforce that is empowering for them, the
741 developing that resilience of what is expected and
742 what's more appropriate.

Labelling Positive / Negative Behaviour

Networks effect + emotion mentioned earlier

Since EC training for more aware / Sensitive to Emotions in people
* Emotional atmosphere - NOT JUST heightened E.
Recognising that all communication is an EC on
Not just for use in neg. Sit.

acknowledging positives
+ New idea also learnt from training + EC is for calming + containing appropriately
Recognising good beh
* Explaining helps to validate + reinforce behaviours * Raise

* child's awareness to their feeling so can enjoy moment + want to recreate it

By reinforcing positive + raising awareness hope is that there will be less 'negative' behaviour

Engaging with

inward

All communication

Involves E

EC as an approach

EC + positive Emotions

Important to

validate positive

E (mindfulness

+ Positive Rich)

School E +

behaviours

Personal + Prof

Selves.

Balancing

positive practice

to address

+ Support Emotions

School

emotions +

behaviour

Children learn about Positive. Neg emotions - Need both to communicate

A7b:Participants' in vivo codes

- I find that you haven't always got the time to go through the process of EC but you could, perhaps, **pick out bits** (1:57-9)
- I automatically assume an **emotion is a result of a behaviour, or a behaviour is a result of an emotion** (1:84-5)
- It has made me think more about the emotion (1:102)
- EC helps to establish a conversation...making us talk more (1:122)
- It shows that we're empathizing with what they're, it's just we haven't always got **the time to do-** explore it you know (1:168-9)
- Its having to remember to do it that way, instead of perhaps how you would normally (1:176-7)
- It didn't give me anything new, it just reinforced what I already thought, but made **me look at it in perhaps a different way** or go through a different process- you know the steps (1:277-279)
- Their emotions has an **impact** on their work (1:317-8)
- I mean **I wasn't really involved in the networks....** (1:343)
- When you went on **the day it was quite inspiring to**, it makes you, you know really want to do that but because we didn't have ongoing training....**it goes by the wayside** a little bit more (1:360)
- EC makes me feel maybe calm, in control possibly, um I would say maybe more understanding, but I'm quite understanding anyway (1: 390-392)
- We all know they **play** an important part in children's learning, but actually to give them **validity adds an extra dimension** to it for me (2: 16-18)
- The younger they are as well the less equipped they are to **hide their emotion** (2:98-9)
- It's given me **the tools** to be able to emphasize with the child to help maybe move their journey on a little bit more (2:103-4)
- you would be just very cut and dried about it, but having the empathy at the time she was, you know, inconsolable... you know **the strategies stick** (2:123-127)
- In this job, there is **so much crowding in all the time** and you know you can be **pulled this way** and that way but actually its sort of reminded me that the **core importance is the child** (2:166-169)
- How they're **feeling has a huge impact** on their learning and we must **not neglect that emotion** (2:169-170)
- If you're not careful; **you lose sight of the child** being the all-important part and that's what we're here, at school, **school is here for children** and to support them and to encourage their learning, **not we, the children are here for us**. A subtle difference (2: 177-9)
- Its moved my understanding on, that just **sort of clicked in my head** (2:197-8)

- In primary schools our biggest function has got to be enabling children to **function in the outside world** (2:215-216)
- I think your emotions affects, that you've to be quite a **strong person** if you can **leave all your emotions at the door**' (2:485)
- You know you **live the life, not just teach it** (2:225-6)
- As adults coming into it actually **it's a very alien thing** that we're doing (2:237-8)
- I think teachers are very good at **being consummate actors** (2:265) on an adult to adult basis, **different people are different, its according to the relationship** you have with that person really (2:270-1)
- The networks were really useful actually just to make you go **'whoa, stop think back again** and just **pulling it back into your everyday time** really (2:303-4)
- I really enjoyed the first bit when we were talking about the physiology and so forth, but that just sort of **ticked my boxes** (2: 306-7)
- It's just a really **good tool** to use when the emotion, when you **see the emotions are causing the barriers to learning**, it's fantastic, its brilliant (2:311-13)
- You can have empathy, but it also, by **working through the process**, **gives you back the power** and supports you in a very very steady structured manner (2:323-5)
- Using EC actually really **gives me back the power** as the adult (2:334-5)
- The whole EC gives you that **nice grounding** to be calm with it (2:434-4)
- It just calms everything down because it gradually **seeps through** that I'm recognizing it, and when you are calmer we can do something (2:350)
- Because **you can't ever back children into a corner, because they're going to come out fighting-** that's what we all do. And if children start backing us into corners that's exactly how we behave (2:357-8)
- I'm **not a shouty sort of person**, but it just gave me that sort of, almost a step back because this is the methodology we're going to use. **FULL STOP** (2: 364-6)
- The child is still **getting stressed and so are we getting very stressed** and the EC was one thing that has actually helped incredibly. **With one other strategy, as well** (2: 380-2)
- It's **not going to be a quick fix** for her (2: 389-90)
- I think its brilliant...I won't say frustration, it's not... **its feeling inadequate** (as a T) And for **me that's very distressing** and it made. Makes me feel very inadequate not to be able to support a child (2:451-7)
- **Moved a little way along the continuum**. We hadn't done for 2-3 years, and then to suddenly have something that actually works is just, you know, **let's put the flag on the flagpole**, its brilliant (2:462-4)
- EC helps to show 'how we **use the emotion to its benefit, not to our detriment** (2:498-9)

- I'm happy to use it with the children here, I do feel less comfortable using it with other staff (2:602-3)
- I know how I think I would feel if someone did that[EC] to me (1:606)
- Emotionally I'm a very private person and I leave, I try to leave, you know, any personal emotions, I leave at the front gate (1:607-9)
- Our children are probably fairly, some of them are fairly emotionally illiterate (2:671)
- It gives me a framework, but also gives a clear strategy (2:752-3)
- It brings it down to a working level, so it can be a conversation rather than an argument really (2:755-6)
- It works better when its, I hesitate to say, negative emotions, but an emotion that's causing the most stress and anxiety (2:768-9) high emotion in a negative sense
- The lower emotions... its less effective because it's almost, the understanding and the level of working is less so (2:781)
- So you almost use it as a teaching tool automatically (2:795)
- I use it probably all the time and, but it's been naturally part of my, my teaching strategy (2:809-10)
- I think the proof of the pudding is absolutely when you hear a child say it to another child, you know 'I think you're very upset' (2: 863-4)
- I think the lead in the school has to have an absolute belief that it's the right thing to do. And even if staff go, no it's a load of rubbish... however, I think it's really important... 'this is how we're going to do things (2:927-)
- For some it will be a natural thing. For others, it will be a reminder, you know 'don't forget this in our toolbox (1:949-951)
- It has got to be constantly revised, and reviewed because otherwise you're going to have staff in school very quickly who don't recognize it and understand it and see the point of it. And don't use it as a result (2:953-56)
- We review things like safeguarding...which are fundamental to our wellbeing, we need to review our emotions as well, it's no different (2: 970-1)
- EC is 'another sort of set of ammunition in the armoury that's really important (2:993-4)
- EC with parents 'I do try and see adults as big children' (2: 1022)
- An angry child is going to be an angry adult (2:1074)
- I firmly believe schools are for children, not children for schools (2:1158)
- Children's emotions have been, I think, undervalued as part of their learning (2:1185-6)
- EC 'It's what we do. It's the way we are (2:1198)
- Learning does not stop at whatever age you finish university.... learning goes on in so many ways (2:1205-1208)
- The biggest difficulty is time... my work/life balance is dreadful (2:1236)

- If I hadn't had this opportunity (to do training) I may have missed it because **life is too busy** (2: 1265-6)
- If you're going to do **justice to the child it does need that time**. However, you can **manipulate** the time to suit you (2: 1309-1310)
- Adapting EC **'don't find the excuse, find the solution** (2:1332)
- There should **never be a time or place where it's inappropriate** (2: 1339)
- I think **peoples own attitudes compromise** (EC) (1:1350)
- 'to have **time as a professional to talk about a professional matter** is really important (2: 1382)
- I'd like it actually if staff questioned me as to why I felt it was right, rather than just going well that's **bag really**...a professional dialogue I think is really important (2: 1399-1401)
- (children) **Can't keep trying if you don't keep giving** (3;1083)
- dismissing it, it made me think, **oh no I've done that a lot in my career and probably personally**, personal life as well (4:442-4)
- It's made me aware that **anger and sadness** are things that you shouldn't **brush under the carpet**, shouldn't **try and distract or squash** in any way because they are **normal, primal emotions and they're real as well**. (4:47-51)
- Now I know that they're **perfectly normal things to feel** it's kind of, it's made me **accept them in a way a bit more** (4:55-7)
- Sometimes the **behaviour gets in the way of looking at the emotions**, that's always the first thing you deal with in a school I think is **what children are doing rather than how they're feeling** (4:73-76)
- If **children think you care about them, they're more likely to be happier**, and they're likely, I think they're more **likely to learn better if they know they are in a safe and caring sort of environment** (4:379-383)
- I think its something that **becomes a way of life over time and you know I'm still falling into that one'** (5:pg 4)
- More aware of my **emotional weaknesses** (5: pg13)
- **'what you give is what you get** (6:765)
- children are **seen safe and cared** for (6:698)
- **it's a sink school** (6:9)
- EC helps to calm rather than being agitated and distressed and **going in guns blazing** (6:63)
- Emotional situations feel like being **stuck in the mud** (6:70)
- Emotional behaviour 'is a **cry out for help and no one's listening**' (6:72)
- Children can reason as well (6:90)
- Totally lowers any stress or **anxiety in both teachers and students** (6:150)
- 'because you're **using it as a tool**, rather than getting too deep into it yourself' (6:269-71).
- I'm 'in control and **not immersed by emotional response**' (6:270)

- Get them on **your side real quick** rather than pushing them away (6:320)
- Dilemma of **good children' sometimes you don't see them** (6: 449)
- Yeah this is the place for this(EC), **in my life and in the school** (6:603)
- 'EC is not just for **slapping down bad behaviour but about building up the positive** (7:736)
- Emotions were **'stick in the box'** for councillors to deal with (7:25)
- **A child full of emotions** (7.96)
- **Teaching- it's all about relationships**, all about relationships- that's the most important thing (7:146-7
- Relationships with some children **–it was like locked horns** (7:135)
- **Live the life, not just teach it** (7:226)
- Anger is like **'raging mad, spitting teeth** (7:240)
- Use to be a dismissing /disapproving MEP,' just get on and **bloody well do it sort of person** "(7:246)
- 'things so obvious to me, they are **brain surgery to other people'** (7:585)
- doing EC 'still a **bit clunky**, it's a bit odd' (7:825)
- EC appeared rather **wish washy** (8:29)
- Used EC initially when I was at the **end of my tether** and **run out of traditional approaches**- now it's my **first port of call'** (8:49)
- Brave enough to **face up to their feelings'** (8:183)
- I'm **closing this down**- we need to get on - **can't bleat on all day** (8:373&5)
- 'Use it properly and it teaches you a little bit about your own **emotional state** as well' (8:417)
- knowing that **they will get something from me** that they didn't get before (8:483)
- Long term gain is massive (8:497)
- 'need to venture into who they are because.... **if you don't know them you can't teach them** (8:514&517)
- **Cross the board agreement** that EC is one thing that we do for our young people' (8:560)
- **We've changed our behaviour management policy** slightly, so it's more conversation based (8:580)
- It empowers them (teachers) to have **a tool** that they can use that might make a difference (8:596)
- I don't think you can **ignore other tools** in your arsenal (8:789)
- Need to keep those **nuggets in your head** (8:789)
- Looking at their (parents) emotion is definitely, for me, been quite a **big sort of lightbulb moment**, as a practitioner (9:93)
- Certain people are **naturally better at it(EC) than others** (9:101)
- Feels **quite alien in some respects** being quite vocal about it(Emotions) but I've made myself do more' (9:126-7)
- **Big turnaround for me** (9:132)

- I can talk to this person until I'm blue in the face about what I think' (9:140)
- We get to see a tiny tiny bit of these families, sort of a drop in the ocean (9:189-190)
- It's(EC) a real, a starting point in a way (9:202)
- For these parents, it is normal for them to have a rant and a rave (9:526)
- We always have to keep the child at the forefront of our minds (9; 499)
- Threw their(parents) toys out of the pram (9:620)
- If (staff) unhappy we need to unpick that... unpicking the process is how we get things done (9:647-8)
- Because it's almost like giving me a green flag...permission to understand emotions more (9: 709, 713)
- EC is a tool that is 'good on the ground' because you can see it, how it works from a kind of staffing point of view and a leadership point of view' (9:724)
- The first stage is crucial – just acknowledging where people are... that's your stepping stone (9: middle pg. 25)
- EC helps with the 'mechanical bits' of my leadership' (9:pg25)
- I don't want the staff to feel like they've being like guinea pigs in a way, so I'm having to box a bit clever in a way (9:pg29)
- it maybe starts out as a technique but then actually it just then becomes natural so it is, it develops into your normal approach into that situation I would say, yeah I think it, it started off as a technique but 'I think it is now an approach' (10:pg 17)
- Well I've never really thought about emotions having a special purpose I suppose' (10:pg 4)
- You just kind of wash over emotions... we don't pay a lot of attention to them (10:pg5)
- 'helter-skelter of a week' (10:pg 8)
- Now 'spend more time thinking about my emotions and those of the children' (10;10)
- Although we are quite open and caring family, I don't know that we do actually talk about our emotions very much' (10:pg 10)
- The more you do it the more it will sink in and it will just become natural to them (10: pg14)
- Training: I went because I needed someone to go... it doesn't sound particularly frightening or horrible (10:pg 18)
- I like to learn things and I find things like that (EC) interesting (10:pg 19)
- Well for decades the British are always seen as stiff upper lip (13:pg 19)
- You know perhaps if they can see that we are, they can use the technique that we are using and hope, you know, they can take that on board (10:pg 220)

- If everybody could use it then, you know, and did use it, then it would be, would probably be a much better place (10:pg 23)
- The way we use it with children needs to be a 2-prong approach (11:183-4)
- To be able to say to them[parents], if you recognize the emotion they will calm down, is almost like a, for them, a magic bullet (11: 286-7)
- Because in life you can't go round throwing your toys out of the pram because something happened you don't like (11: 318-9)
- If we gave the parents a toolkit rather than just the professionals...then you know we're going to have a better outcome (11: 467-91)
- It's like a toolkit- pull it out when you need it' (12:100)
- Need to acknowledge emotions so that they do not hijack communication (12: 384)
- EC 'gave license' to acknowledge emotions (12:388)
- Anger is a communicator stopper (12:548)
- Using EC 'parent could not close down the conversation. I wasn't letting him get away with it... it was kind of a slight warning from me (12:554)
- I'm not one for training for the sake of it (12:738)
- It was another tactic they weren't aware of (13:33)
- Confident that EC was the right tack (13:69)
- doesn't sound woolly to them (13:164)
- It was a lightbulb moment (12:95)
- EC puts a different spin on it (13:132)
- Because they've been on the training it doesn't sound woolly to them, it made sense (13:164)
- It worked an absolute treat (13:161)
- Initially thought EC was for littlees (13:372) I'm just going to go with that now full throttle in my work (13: 452)
- Proper fact-based thing ... {rather than} lovely floaty feeling things (14: 60-1)
- Often parents just want things fixing but taking a step back is quite hard for parents (14: 97-9)
- Parents like labels (14:99)
- See behaviour is the result...it's got a process (14: 102)
- It is still not the quick fix, have to do 'a lot of unpicking and stuff' (14:167-8)
- Saying think about your own feelings and emotions would for some be 'like red rag to a bull' (14:495)
- Need to know the emotion of that person (14:513)
- EC is universally great, but there are families, ones that probably are more difficult so kind of universal rules don't apply (14: 703-5)

- EC' it's a communication tool isn't it, with other adults as equally as it is with children' (14:806)
- letting off an emotion of some sort (15:90)
- It's not just chatting. It's that work sort of chat about families (15:228)
- Its helping people understand where they're coming from (15:554)
- An emotionally attached teacher (16:136)
- Feel like you're banging your head against a brick wall (16:70)
- EC is a concrete link (16:14)
- Helps children move away from it and move on from it (16:185)
- Getting to the bottom of that... you're just unpeeling, it's like an onion and that's a far lengthier process (16:355)
- Become more child centered less attempts to straight jacket children into it 17:119)
- Practitioners are juggling all sorts of things in and out of work (17:437)
- At lunchtime 'teachers just want to go and collapse in a heap (17:624)
- 'too soft' (18:476)
- Society hasn't maybe got it quite right (18:493)
- 'I go mad and they are like, 'oh my god, we're really in trouble now'(19:65-8)
- Discipline versus emotion (19:683)
- Difficult to get my head around it (19:683)
- Need to unpick (20:300)
- They're coming over (to EC) from the dark side (20:822)
- Children carry huge amounts of baggage (20:57)
- Take the sting out of the tail (21:800)
- I was made to eat my words, wholly and truly (21:42-30)
- Need to be 'doing it not just talking about it' (21:608)

A7c: Detailed coding recordings in diary

I have included examples from my supporting research diaries on three participants: Jill (14), Lorraine (2) and Cathy (7). This process helped to record additional commentary and detail, evidencing the evolving conceptualization of EC resulting from direct engagement and coding with the data (transcripts).

The information was recorded as follows:

- The top right-hand corner of the pages identified the participant by interview number.
- On the right-hand page two margins were drawn. The left margin was for line reference and page numbers, and the right for short phrases about what was happening in the data, coding/focused coding.
- The facing left-hand page had no margins and acted as a record of my thoughts and increasing conceptualization of EC process, action, experience. It also acted as an aide memoire to remind me of further investigation. I wrote freely about the data, ideas I had, reflections and played with the codes and data. The more transcripts I analysed the more I cross referenced within and between transcripts. This was time consuming as the volume of ideas grew, but also reassuring that the analysis was creating something.

For continuity of explanation about the analytical process, the following 3 research –diary entries are the notes written to accompany the same 3 examples of coding and focus coding used in Appendix **5A**.

Participant 14: Jill, Early Years Setting

291	Uses EC on own children.	Core (14) Uses EC on their boys.
294	'we've just kind of built it in in a way'	
296	'much more likely to acknowledge what they are feeling about things.'	Identify boys need help to see aware of physiological behaviour uses it to calm down
298	- Has 2 boys.	
297	'coming up to 10 now & they're getting a bit, bit of an attitude & a bit of a shop'	
299	'So it's a calming down thing.'	
302	Recognises temperament affects behaviour.	
302	Since using EC 'is a bit calmer now, I have to say I don't have those outbursts of temper half as much in any way' &	Good eg of Person for reinforcement prof practice
308	'he gets over them much quicker'	
312	As result of being 'empathetic' & in 'shoes of son' gives them more space instead of meeting 'him head on'.	Evidence of A.A.A. → S. Stage 1 & ceasing Stage 2 - Ownership. Aware of Jill's M&P control
316	'that works for him'	
316	Recognising she & husband - as a result of EC - are changing their approach to their son.	Changes to M&P as a result of EC
326	'be a bit more open about our emotions & that adults still have those feelings & we're not perfect & explaining all of that.'	Helps to improve trusting R.I. →
328		
331	Believes helps children 'better understand' parents ∴ improve R.I. → ('feel safe & secure' in	
341	'my work life really helping with my home life.'	taught techniques transferred to home & improved to an approach.
347	'I think more people should have that opportunity, it should be just to the luck of the draw that happens to be in this job.'	

Life long learning

- 355 Aware careers or parenting teach
Same thing from little to big children
370 So what's going wrong.
366 there's no sort of continuity in our

~~✗~~ Aware EC can do this + ~~connect~~
to all

EC as a technique + an approach
387 - 401

Initially

"often introduced as a technique for
dealing with emotion sit" but "adaptable
actually is an approach" if used.

399 you don't get those behaviours.

you're doing it before you get to

400 'crunch point' so maybe should be
teaching - its an approach (402) +

give different strategies if it comes to

403 crunch point - lang.

411 'I can see it as being both things'

355 ∴ of exp of using it with 10 yr olds
believes could also help older children

359 Procopious used for LHL with
parents. Causes for older teach the

362 more as younger for under 5

364 questioning what happens 'in life'

'where does it go wrong between them

needing to come back & learn the wrong
things for the 11, 12 yr olds.

366 There's no sort of continuity in way for the
But EC & can provide this

376 See EC as an approach

377 'It should be part of everything'

But not 'I'll just do that for today'
So.

379 'is a technique you could learn to
use for that sit', I would go as

380 a broader approach to any sit

388 On parenting comes introduced
as a technique. ∴ 'giving them
strategies to try' but ∴ a little

395 different ∴ you can adapt it & use it
in other ways' ∴ maybe an approach

396 Also recognises not just for

diff behaviour 'And you don't have

to only use it ∴ you've got a behaviour

breaking

goes on to 'think about'

the ambiguity as use EC to

400 prevent 'crunch point' So its an

402 approach & can also use diff

403 strategies if reached 'crunch point'

411 'I can see it as being both things'

CC7C
14

Evidence

shows need
for LHL but
why?

EC can
provide link
& continuity

X

Primarily

EC an
technique
and can
be a
technique

Introduced as
technique
But
A.A.A.S

adaptable.
So really
is an approach

EC not
just about
bad behaviour
∴ more an
approach.

430 Mental Health ^{Synonymously with, poor} Seen only in neg. terms
mental health = well being.
an idea current of mental health is in relⁿ
to medical model is negative
If parents have mental health issues
- the coaching (teaching) may not work
but can use EC to work with
parents (446-7)

448 - Believes Society organized to ignore
457 What's going on in body "Some of it
has many distractions. 449 'I think it is
to do with just time & society, & you know
anxiety and, people are just so busy doing
450 stuff. That you forget about what's going
on inside I think'
456 'and you kind of forget what's going
on inside'

Barbara
Emotion Coaching takes away blame,
element in parenting & difficulty of
boundaries with RRR.

parents get defensive when 'talking their own
feeling - defensive 481

Limit^s of EC as universal when recognised mental health is
NB to know families

496 - asking them to think of our world to
interpreted as a criticism (496) & cause
safety issues

505 EC helps to build relⁿ But need to be sensitive to
NB of prof knowing families to use it approp^{ly}
- that way will sustain trust & relⁿ & not
harm it.

- 421 having done training more aware
of reasons / justify for behaviour
- 427 But Believes not common to think
about E in (21) living (449)
- 443 If parents lack 'capacity' due to
mental health issues it is tricky
to get parents to do it to kids but
- 446 Parents need EC don't they -
447 for themselves.
- Believes society does not care or focus
on emotions & value them. That's
why there are problem behaviours.
- 449 some of it / think who do with just two
& society ...
- 450 people are just so busy doing stuff
that you forget about what's going
451 on inside I think
- 469 See job as increasing children's
attention tho' supporting parents tho' parents
- 475 EC helps to allow prof to work
with parents 'tackling' °° can
- 476 justify looking at their MHP °°
it helps them support their children
479. 'Not always easy'
- 480 'obviously you're not criticising what
a parent's doing & some of them
could get a bit defensive'
- 481 'It's not about me, it's about my child'
& but sometimes the two of you can't
- 482 really be split that at
- 491 'a little bit careful depending on what
the parents do'
- Some parents have anger issues & saying
- 495 'think about your own feelings & emotions'
- 496 would be 'like a red rag to a bull, as a
criticism. & could introduce risk & non risk
- (14) can't
Changes to
Self + Prof
Cultural &
Context of
Prof. capital
EC useful
for parents
with mental
health issues
even if they
can't do it
contextualises
issues of
behaviour
works with
children
tho' parents
Blame culture
Boundaries with
RRR
Common exp
- defensive
when working
with P

Participant 2: Lorraine Primary School setting

Pg 14. Roles, R. Resp for emotions (teaching)		P 14
I, we, adults.		role of school/home learning
EC esp: adult-child	child Adult-adult	257-259
264	teachers as a collective - expected roles	(identification)
267	teachers as individuals - or adults	
285	role of status	
5-9	stresses 'teaching head'	distancing
14	starts to talk about own thought 'I'	types of self
16	uses 'we' - is this to talk about the collective - teachers? - adults? or to stress again	Person Self, = prof self
17	teaching - gives adults * teaching important	
29	point in children's learning	infl. of
29	'Explaining acceptance of EC message as a result of	past exp
30	personal experience + personal response	
33	not an extension of her ^{own} approach/belief 'one step further' (? does she see life as a journey or teaching or learning?)	building on past experience
34	ref. to actual teaching 'you know the bit where'	variables with eg of EC training
34	'we were talking' - use of <u>we</u> - ? learning then collective * effects on self consequently -	
35	separation of emotions and thinking - thinking differs as literacy/narrative - AC topics	links b/w E + think thinking into AC
38	Reaffirms how emotions affects learning negatively	
39	ref. of using past exp + personal understanding to support learning - esp. Yr 6 + SATs - identified as neg	focus on sat/Yr 6
39-40	ownership / confidence in approach	
40	'upright' and 'worned' on emotions that cause children to be heightened E - by the time calm down	neg focus on E
42	best 'opportunity' gone - Do heightened neg emotion stops of properly participating best has gone because of that	views those E as not helpful - runs opportunities

Themes
Previous knowledge & understanding of E on engagement
 29, 39, 38-42, 62-5, 162, 187-8, 197. (242).
emotional belief system: 168, 186, 199, 213, 216, 222
EC Stages: 114, 120, 122, 125, 149.
child and 246, 236 Adult 237, 268
Emotions ²⁶⁶ & learning link
Pos Positive: 17, 18, 20, 51-2, Recognition of E 75, 121
 191.
Negative: 35-6, 49, 62, 136. EC + neg 224.
neutral: 33, 48, 169-70, 192, 221.
The Role of Education & schools: teachers 176-9, 214
Young / older children + E older children + E
 99, 107, 125-6 100
EC learning child awareness of E
 15, 34, 39, 172. 77, 235-6, 265
EC as a tool - 103, 212, 221, 236. Adult child Respect 139,
Role of T in children's Emotional moments
 19, 54, 88-9, 134-5, 138-9, 150, 163, 170, 258.
Time + job pressure
life journey - 104 166-7
Empathy + T 81, 103, 112, 123, 153
Home + School influence on child
 50, 218-220, 247.
Em + rel^s ships: 133, 137, 226, 245, 263, 271 Em + body
Emotions complex / real 101-2, 110-11, 193
 191
Personal + professional self Adults + E
 154, 201, 242, 26 68-70, 186. 237, 241, 243
Teachers as a collective 63, 134-5, 225, 264 EC + E 259
Professional dup i - challenge 43, 127;
 198

- 3 again affirming already used + know of it but it P 2
 too challenged for thinking further" b/c life by having "know
 46 not a challenge (in negative sense so reflecting affirm
 beliefs) but confirming your belief about another belief
 (neg) on learning. a
 49 link of home + school - children come to school having home
 had events which lead them to be angry, say upset school
 and thus you know this affects learning ability link/learn
 51 With EC training - as opposed to just knowing the Personal use
 consequences of negative emotion - you can do EC
 52 Something 'being it - constructively 'positive'
 54 Need to do more with emotions than just recognise E complete
 them E process
 62 Reference to previous exp when she believed not complete
 really understood the whole process linked to emotions
 55-6 + learning
 66 Reflection on past experience + using present know more
 believes the good outcome could have been better we - positive
 70 Use of 'we' managed - suggest a struggle + shared less sure
 outcome
 72 use of 'I' - feels would have been better equipped I - more c
 with what 'I now know' positive, aware
 75 Paragraphs the role of 'recognition' of child's E - reflection
 76 Although know child upset ~~but~~ and said that but feels reinterpreted
 child was not aware of how calm + upset they were, justification of fear
 78 ^{by} Reflecting on to training where stated often we EC training
 believe 'can't afford to feel like this' But (since training) helps her
 81 (As a result of training) emotional abt more + used positive to
 82 language to validate 'I really respect' + understood emotional
 (evidence of belief in need to show child you 'see' real world
 these emotions valid
 83 On reflection believes outcomes different role of
reflection in
outcome

young + older children - more honest, more label their transpersonal journeys, too.

Suggested Super-ordinate? Thomas:

Influence of Self on Emotional Response

- personal belief systems
- Previous know + understanding
- adults + Emotions

Emotions in Schools

- Emotions + learning - positive, neg, neutral
- recognition role of E in emotional moments
- Emotions: younger + older children, a
- child awareness of E.
- recognition of E; adults + E.

What are emotions + Emotional responses + R/L?

- empathy
- EC 3 Steps
- Em relationships
- teachers as a collective
- all adults + E. Emotions are complex
- emotions + the body
- home + school influences

Professional response to E.

- EC training
- Personal + Prof self
- Profess dup
- time + job pressure
- life journey (life long learning)

EC is =

- | | | |
|---------|---|---|
| 87 | wants to communicate that although practice has changed 'better' previous practice was also effective | building on knowledge - not on practice |
| 88 | Beliefs etc ^{assumptions} can have 'more impact' | |
| 89 | Subtle difference in role in ^{rel} with child as before would report on child's behaviour now has responded to that as adult + teacher, now 'recognise' how it was (for the child is what feeling, validate) | Roles in rel ^o dominance |
| 98 | Sees ^{younger} children as being driven by emotions especially ^{younger} ones | Child/adult divide in E |
| 99 | younger children 'has slipped' to 'hide' emotions | conscious/unconscious maturation in E |
| 100 | Older children (as T) only use the extremes of E | are older more consistent at hide or more slipped |
| 101 | younger children ^{cannot pick apart} 'know' that they're upset but ^{cannot pick apart} (behaviour, emotion?) | are between emotions & behaviour |
| 1023 | For T the EC training gives her tools (confidence) to empathise with child (about emotions) & perhaps 'make this journey' | life is a journey learning curve role of T to educate |
| 104 | example of young 'little girl' not well, & upset & cries & T (in role) telling her she had to go home | link with health & E |
| 107 | Evidence of ^{empathy} understanding of difficulty of ^{care} for child role of T & maternalistic role 'she was only 4 - than her' | in primary school |
| 109-110 | Mixed message ^{seems} to be at school than T sending home | |
| 110-111 | 'What's that about?' - Seeing sit ^o from child's shoes | reflection empathy |
| 111 | child expressing neg emotions 'cross' & upset (T ^{is} not comfortable with those?) | |
| 112 | (Since training) able to empathise & understand child's sit ^o by well showing she 'saw' 'I can see' personal understanding of child's emotion & explaining why doing what do | Child perspective about understanding of EC 3 steps |
| 114 | Thinks actions on day made no difference | Interesting similarity of short term outcomes/behaviour |

		.P 2f
115-116	child to T approached replace still cross-	T meta-Emotion phob
116	this mod T and very sad - however since (3m)	
117-118	child seems to have some understanding why sent home - which helps child cope with outcome	
120	As evidenced by next time had to go home she was 'understanding' the action	no of nec. to have personal expe.
120	This is 'real' evidence for T that EC wanted	
121	as identifies it is 'recognising' (seeing E. doing behaviour + T labelling them?)	Step 1 EC (?) ↑ awareness of E
122	normally (pre training) - just want to deal with situation just take her home - unfeeling	in behaviour outcome Eg of change of thinking
123	Unfeeling about others matter 'very out + direct'	seeing feeling E
124	but showing empathy (for her feeling) of home not just behaviour - even though still 'incomprehensible' - This moved	
125	later (problem solving stage (3)) sees child as 'capable young lady' (4yo) acknowledges as partner in problem solving + believes sel ⁿ more likely to be successful if negotiable)	Conflict young children protection / or corner lead
127	together	
132	For T. rel ⁿ ships matter. Sees EC as part of rel ⁿ (with children? school role?)	relationships matter in school diff types
134	often rel ⁿ in school are 'adult + child' suggests uneven power control biases adult)	
136	When children exp negative E or extreme (1 st mention of positive E) need to 'talk to you on a one-to-one level' (personal) not	Positive E - role of neg E on child's needs from rel ⁿ ship - Role of T - adaptability
138	child/teacher	
139	T believes adults need to report that	role of self, T + adults
140	Confused Response Confusing question about P. 8 a hierarchical rel ⁿ ship which lead to miscommunication	
142	Although disagree, not heard	
143-4	Clarifying mixed response	Q
146	Question clarifying whether T believes E should be shown to children	

115-116	child to T approached replace still cross-	• P 2f
116	this mod T and very sad - however since (3m)	T meta - Emotion plus
117-118	child seems to have some understanding why sent home - which helps child cope with action	
120	As evidenced by next time had to go home she was 'understanding' the action	115 of nec. to have personal ex
120	This is 'real' evidence for T that EC works	
121	as identifies it is 'recognising' (seeing e. drawing behaviour + T labelling them?)	Step 1 EC (?) ↑ awareness of E
122	normally (pre training) - just want to deal with situation 'just take her home' - unfeeling	in behaviour actions Eg of change of thinking
123	Unfeeling about others matter 'very fast & direct'	seeing feeling E
124	but showing empathy (for her feeling of home not just behaviour - even though still 'inconsiderate' - This around	
125	later (problem solving stage (3)) sees child as 'capable young lady' (4yo) acknowledges as partner in problem solving & believes sol ⁿ more likely to be successful if negotiable	Conflict young children protection / or corner lead
127	together	
132	For T. Rl ⁿ ship matter. Sees EC as part of Rl ⁿ (with children? school role?)	relationships matter in school: diff types
134	often Rl ⁿ in school are 'adult & child' (suggested uneven power control biases adult)	
136	When children exp. negative E or extreme (1 st mention of positive E) need to 'talk to you on a one-to-one level' (personal) not	Positive E - role of neg E on child's needs from Rl ⁿ ship - Role of T - adaptability
138	child/teacher	
139	T believes adults need to report that	role of self, T & adults
140	Confused Response Confusing question about P. 3 a hierarchical Rl ⁿ ship which lead to miscommunication	
142	Although disagreed, not heard	
143-144	Clarifying mixed response	Q
146	Question clarifying whether T believes E should be shown to children	

Participant 7 Cathy Secondary School Setting

Personal, Prof School + EC 571-576

572 Sees her role to ensure + cascade know, info + understanding so that every member

574 Drops their EC practice BUT also their E.I.

• Differing staff approach/awareness to E behaviour

584 - Since training + cascading to staff is ↑ awareness of differing levels of awareness + sensitivity to E informing behaviour

585 Realising things that seem 'so obvious to me' * they are brain surgery to other people * = Variety of MEF to Emotions

607 - Realises that if staff do not want to + continue to interpret behaviours + ignore the emotions driving that 'lessons' will be conflict + unproductive 608-9

- Teachers - if want to teach - will need to start saying those things otherwise your lessons are going to be really painful for you + the children

• aware ignoring E leads to compromised exp. for both parties involved + in school that can have devastating effect

608-9

• Dual benefits for prof dev, pupil exp + shared experience of using EC

- need to model exp + "coping" Emotions

609 School + indiv T exp to ensure behaviour, ^{emotional} ^{competence} EC allows you to adapt practice to various needs

Although responses may be diff. driven by emotions which are reflect/fuelled by physiology 638-9

- 571 Sees one of her NB roles is to cascade NB role (many)
EC info ~~knowledge~~ knowledge + understanding to ensure
 573 to 'every member of staff to do' Staff's MEP
their emotion, their EC but also that + Practice is
 575 emotional intelligence EC driven
- 582 Since EC training she has recognised MEP +
 584 - 'key things' is that things that seem EI does inform
 586 so obvious to me they are brain surgery to Practice
other people' (trained info) per for teacher
When one Member of Staff asked for advice Multiple interpret
& as a result C. Realised the T did not of behaviour
see what was fuelling the misbehaviour - limited if only
 599 in class - Behaviour could only observe Practice own EC
the misbehaviour & they were 'getting
on (her) my nerves'
- 601 This incident helped C realise the need Need for
to continue to work with staff to ongoing support
embed EC & support all staff EI up to embed
 609 if want to sustain well being + & dup all staff
achievement for staff & pupils - need EC part + EI
ongoing reflection + support. This is
- 621 part of her role
- 625 Believes 'Teaching' does not have a Collective +
choice to ignore E & needs to take a EC Individual
 627 She - as manager - responsible, Schools are responsibility
 630 responsible (incl. all of teaching staff) & behaviours for pro-social
 631 "we have to change what we do to get NB of adopting
the results we want" EC to ensure
 optimum learning
 env.
- 636 Recognising need to adapt to the Schools being
needs of each child particularly for child focussed
- 638 those children who 'aren't big standard'
- 643 EC allows you to adapt practice to
children's needs

643-678

- Reaching school procedures to be more sensitive
+ positive to Emotions + effect on self regⁿ
+ Self esteem

- Using positive psychology to provide
better educational outcomes 677-8

◦ Recognising children not always taught
about Emotions + self regⁿ at home 680
School has to provide teaching apart 682

- EC as an APPROACH + moving from Rote → Conversational

- EC are everywhere + find all behaviours

711-719

Since EC training may see / consider the
emotions behind behaviours + that even
when behaviour unwanted / unacceptable

717 "they're still feeling emotion"

* 717 "Every corner" we (staff) have is almost
an EC corner

719 "It's not just the negative corner" as the
positive one as well

723 "you validate the positives as well"

724 "I think that was a big thing... it's not just
about calming someone down, + so reinforcing
- recognition of self in child - + positive
reinforcement + recognition from T helps

729 Child's learning about emotional state,
reinforces desirability + em. regulation 730

- Very NB point about EC as a test → Appro
- 613 Example of School Policies changing °° • S7F
of EC training + incl. of E into practice
- 614 Child at risk of exclusion. Score at school
bad. refuse to discuss with child + P good
+ belongings.
- Since EC training felt uncomfortable about
650 process - felt was negatively reinforcing +
not sensitive to child E.
- 653 Changed some of the paperwork so that
654 child knows all the positive things +
then losses (with TA) to do worksheet that
656-713 based on 'validating your emotions' * AAS
- which linked to School Exp. Use of
- 659 Uses Principles of EC + talking with TA. Positive
662. Whilst away - parent with mum + then psychology
663 returned - discuss sheet work - worked
- 668 Child did not come back with what she (adult) ^{diff between} adult (child) think
672 thought. Did express positive emotions / Use
thoughts about school - 'feeling safe' (SS8)
- 673 Believes this would not have been shared / Inclusivity of
if 'continuous' focussed on neg. exp using EC to
Believes °° as now positive exp was able promote better
- 678 to feel included, listened to + engage with A.E. at home
681 Believes °° of home env. never taught home / school
682 about his emotions so having 'time' relationship boundaries
- to discuss + positive focus seeing him shared focus
687 Not 'his behaviour' was constructive on school - Be seen
- 712 Since EC training + - changes in
prof practice - Seeing 'more' in playgroup
+ Emotional awareness) initial when seeing
- 716 others and when 'people backing off' EC as a
717 Realise they are ^{still} feeling emotional 30s. technique but
718 'Every corner' we have is almost an EC More NB
conversation' Approach

* NB *

EC can be used to Promote Positive E.

719-737

using EC to reinforce - same stage /
(2-3) not needed but implicit in that
will self limit & repeat so find an
solⁿ to problem solving

EC not helpful when want of imm change or
moving large groups 753-763

But

once over - if can have '770 'action'

771. Cannot Enforce Count a grp (interesting
- re to technique but ?? approach) - maybe
°° reflecting on incident as focus on problem

Believes Cannot separate out E + School

Very Powerful quote

786-791

- 720 The ns of having positive E comes^{• 57 F:}
 to reinforce positive feelings include EC relevant
 for Positive E.
- Role of T to identify the E positive
 + share how 'good' that feels when
- 720 got 'in a lesson if something gets
 something right' as T should acknowledge E. Using 3 stage
 for positive-
- 723 label, 'validate the positives as well'
- 724 This was new to her THINKING + PRACTICE with
 not EC not just for coloring someone
 down but to reinforce behaviour stage 1
- 730 want to see: x one to do again Explicit
- 735 sees EC as not just 'slapping down stage 2-3'
 bad behaviour but about 'holding implicit
- Block the positive' with the intention Combining
 that is doing so the combi will promote
 positive + negative
- 731 'the negative will go down as a result
 as well'
- 743 It is probic no to be (as T) aware to Recognition of
 recognise positive as some children complex child
 life home/school
- don't feel positive E very often
- 753 EC not appropriate when possible EC not use
 when potential
 danger + moving
 large numbers
- 755 immediate danger of fire only
- 763 no room for EC at that point BUT
 can do one-to-one when sit under
- 770 control.
- 771 Has "not felt you can EC a gpp"
 Believer
- 788 If you take E out of the school, everyone E are
 | falls on the floor don't they? they just, fundamental
 you know, you're driven by some sort of to all
- 791 Graham all the time
- QUOTE

- Very NB point about EC as a test → Appro
- 613 Example of School Practice changing °° • S7F
of EC training + incl. of E into practice
- 614 Child at risk of exclusion: Score at school
bad. refuse to discuss with child + P good
+ both things.
- Since EC training felt uncomfortable about
650 process - felt was negatively reinforcing +
not narrative to child E.
- 653 Changed some of the paperwork so that
654 child knows all the positive things +
then losses (with TA) to do worksheet that
- 656-713 based on 'validating your emotions' / AAS
- which linked to school Exp. Use of
- 659 Uses Principles of EC + talking with TA. Positive
662. Whistle away - honest with mum + then psychology
663 returns - discuss about work - worked
- well.
- 668 Child did not come back with what she (adult) ^{diff between} adult / child think
672 thought. Did express positive emotions / Use
thoughts about school - 'Feeling safe' (SSS)
- 673 Believes this would not have been shared / Inclusivity of
if consensus" focussed on neg. exp using EC to
Believes °° as now positive exp was able promote better
- 678 to feel included, listened to + engage with A.G. at home
681 Believes °° of home env. more taught home / school
682 about his emotions so having fun relationship / boundaries
to discuss + positive focus seeing him / shares, focus
"687 Not his behaviour" was constructive on school - Be seen
- 712 Since EC training + - changes in
prof practice - Seeing 'more' in playground
+ Emotional awareness) initial when seeing
- 716 at 605 and when 'people looking off' EC as a
717 realise they are ^{still} feeling emotions 300. technique but
718 'Every corner' we have is almost an EC
conversation' None NB
Approach

A7d: Individual participant index-cards

Index card: Jane, participant 14, Early Years Setting

Not EC prof. per but did not have the label. Childhood exp NB (12) EC for 14 (14)
 • Uses home + work. EC (work) inf. home (like). Easy. Cheap + universal
 • ~~at a range of ages~~ EC ~~helps them learn about rel.~~ Approach + tech. ~~Regulates~~
 14/15 'pretty much everything comes back to parenting.'
 53 'I don't see it in a diff way but learn more conscious of it, & it's got a more real' EC is a ~~communi~~ 'cool universal 806
 63 a change in. I suppose just in the words that I use'
 66 Rob: to alert parents to NB of E 'even for babies (67)
 75 EC training ~~could~~ 'we're doing something right here' 81 we know it works. 88 heightened awareness of thinking.
 93 more aware of thinking why (teach) & just taking that step but helps facilitate thinking for parents rather than setting it for them - sees prof role as a facilitator
 97 taking a step back is quite hard for parents 99 parents like label.
 134-6 Training helped her to 'repackage things she knew but actual physiology bits was all completely new to me'
 139-41 'Beauty of EC is the package. the whole process of putting it all together & saying yes I can now see the cycle of it um was new' Believed in USA
 160 to be honest, I love doing the EC, I found it very easy'
 167 it is not the quick fix, a bit of unpicking & stuff but helps to know there is something there can do.

Believes good to have EC as helps to start conversations with p.
 184 - That's actually quite, quite a valuable thing.
 Every family diff - you learn as you go along but 187 'this you can actually use it for every family which is quite nice.'
 we don't normally have that - Universal practice
 294 - used EC on children 'we've just kind of built it in in a way'
 302 'is a lot calmer now I have to say to do not have those outbursts of temper half as much in any way
 306-7 he gets over them much quicker. ~~Responsibility of EC~~
 326 'be a bit more open about our (parents) & that adults still have these feelings & we're not perfect & explaining all that.
 344 'My work life really helping with my home life &
 379 EC 'is a technique you could learn to use for that sit + knowledge
~~Question~~ + use broader approach to any sit - 411 'I can see it as being
 396 but just for neg. behaviours 'and you don't have to only use it' you've got a behaviour training
 449 -
 450 Believes Society is less caring/focused on E. 'Some of it I think is to do with just time & society. People are just so busy doing stuff that you forget about what's going on inside I think'
 500-13 - Need to have it - I know parent to use ~~even~~ or could be used as criticism 'red rag to a bull'. 703-4 Camden families more tricky

Index Card: Lorraine, participant 2, Primary School Setting

adapting * ~~not a rat EC but believes in it~~ = 2 * forcing EC into 2 ~~systems~~ - f. trying to be EC (2)
 (believe but not rat) ~~dismiss/disapp~~
 Experienced practitioner, believes EC ~~part~~ integral to her ethos, Personal motto
 would like all the staff to be trained (? Reason why not happened size,
 culture, cost, timing) Interview helped her reflect, re-evaluate, connect
 EC has reignited and old fire (5 yrs ago) + now has power to influence
 pg 7 EC is alien to some ability" adapting as technique
 pg 8 stages of L.L. learning Can see value as approach
 pg 8 networks helpful for 'adapting' phase of model.
 pg 7 'Emotional barriers to learning.
 pg 10 behaviours can escalate E.
 pg 12 ~~time~~ - time log - log of training to change in behaviour *
 pg 13 - Need for competency + WSA
 Line 35 - Separation of E + thinking. NC + EI
 39 E affect learning negatively - focus on negative
 See notes: Thomas.
 51-2. EC allows you to do something about negative f
 9-103 - Emotions in young children not 'hidden' - upset but control
 'impact' :: need tools to self-regulate

- Believes in L.H.L
- Believes E affect L.
- Uses EC for control :: so much to do but EC helps
- Believes A have power 'manage'
- Time big issues - huge agenda.
- Wants to live as EC but still learning as past brought up diff (dilemma - still changing) * 237.
- 309 wants to move the model on - sees it as a successful tool

Index card: Cathy, participant 7, Secondary School Setting

102 EC aware: Personal trip + personal. Pro. domestic DH7(S)-F
 103 EC aware but somewhat. Consequences of E so when D/dan. 7
~~104 EC aware but somewhat. Consequences of E so when D/dan.~~
~~105 EC aware but somewhat. Consequences of E so when D/dan.~~
 106 EC in prof + personal
 20 originally believed E distracted from primary role of school 'thinking
 about learning. So aware but D/dan in both pers + prof life
 21 Since EC could do OK to talk about E as can deal with
 them quickly - seen it work. No transformed
 30 - Use to be aware of E so (53) big shift in personal
 understanding - realises it's OK to have E. + not as scary 63
 75 % of the time approach it's like a check list * lastly Eg of
 126 EC biggest change in practice in last year use + practice
 146-7 'Don't all about it', all about it - that's the most no thing
 148 'All' with self + others no to job satisfaction
 183-4 'Revised most no for her but. Struggle as had to make time
 for them. but that then not so satisfied as before
 NB to sit together, discuss, reflect, + agree what works
 2116 Use to believe E. took up too much time + needed to do anything
 'to build a bridge + get over it' NO solo secure env + respect
 262 As soon as I said that I was feeling angry to, it was as if
 just both. the wind went out of the sails
 275 'It was really effective NB to include children RRR

Believes no as parent to 'act in a responsible, controlled manner
 to make things better not worse' (306)
 318 was able to 'get herself on the same side as her (daughter)
 336 'Initiative person with E but pe training did not label
 E: too afraid might appear rude or inappropriate, patronising
 but now realises she lots of time don't get it
 357 Also no for parents - labelling
 373-680 * works well with P - RRR + shared 80% *
 487-94 Use to not feel fear: diff to understand + dismissed
 'Now that's absolute nonsense to me'
 Since training realises fear is an emotion that is real
 for that person 502 * And that was a biggie, that was a biggie
 523 - Realises takes time effort to understand E particularly
 if don't feel it often yourself
 569: NB for children to feel safe + secure + supported
 573 NB every member of staff to support E, their EC but
 also their E: her role to maintain CPD
 586 'key thing since training' that thing that team is about to
 no they are brain surgery for other people
 743: Using EC to + positive behaviours + so 737 the negative will
 go down as a result as well

A7e: Potential focus codes with codes

Potential Focus Codes	Content and Reach <i>Identity, thinking, learning, interacting</i>
<i>Professional & Personal identities</i>	<ul style="list-style-type: none"> • Roles, rights and responsibilities; conflict/sympatico; separate/joined; role, status and experiences
<i>Emotions</i>	<ul style="list-style-type: none"> • positive and negative; meta-emotion philosophy; labelling; tolerance and boundaries, normalization; complexity; barriers and coping strategies
<i>Situational relationships</i>	<ul style="list-style-type: none"> • Emotions and schools; emotions and learning; emotions and behaviour; home and school; parent and practitioner;
<i>Relationships</i>	<ul style="list-style-type: none"> • Pre-requisite, building and maintaining; practitioner-child; practitioner-practitioner; practitioner-parent; parent-child
<i>Setting's culture</i>	<ul style="list-style-type: none"> • Role and responsibility to statutory academic and life skills curriculum; separate or integral, focus and status; structured and free time
<i>Lifelong Learning</i>	<ul style="list-style-type: none"> • Professional and personal development; personal and setting; traditions and specifics; educational agendas
<i>Temporal Issues</i>	<ul style="list-style-type: none"> • Emotional incidents; conflict resolution; behavioural developments; conflicting agendas; immediacy and ongoing; continuity; evaluation; journeys
<i>Transitions and transferability</i>	<ul style="list-style-type: none"> • Personal-professional; home-setting; setting-setting; setting-society; linkages and separate focus;
<i>Power and communication</i>	<ul style="list-style-type: none"> • Actions, reactions and interactions; role modelling; empathy; experiences; repetition; control;
<i>EC training experience</i>	<ul style="list-style-type: none"> • Whole setting approach*; managerial commitment; voluntary & compulsory participation; professional reflection opportunities; ongoing support & interest; validation & challenge of belief & values; stages of EC; structure

Whole Setting Approach* - Example in Appendix **A7f** evidencing transcript data and observations that subsequently contributed to the focus code 'EC training'

A7f: Index card on potential focus code: Whole Setting Approach

Participant
Number/line

Comment and Transcript quotes

	WSA ①
1pg4 - EC helps change culture	
1pg9 - *TA only allowed on 1 day - fragmented	
1pg13 EC needs to be honest + consistent	
2:226 - live the life, not just teach it	
3:427 - WSA - having opportunity to do it leads to this	
3:895 Relevant to all aspects of school	
3:713 EC uniform culture	
28:25 - part of a happy team.	
28:1051 - even if not all using it - should be focus	
28:726 - " of WSA - all have an understanding of one another ↑ 215.	
28:805-903 * This is eg of why need WSA + effects of it *	
28:29 no trust in power value role + sm	
18:308 - eg of power + benefit of WSA + teamwork	
18:407 - Recognises the benefits of having no resp. for ^{targets} academics	
18:470 - Other peers + professionals supporting/believing same as has reinforced beliefs + gives you (as prof) confidence	
18:485 - " validates the no + helps to change traditional beliefing of?	
18:564 : WSA allows everyone to think, reflect + Ok not all correct	

W SA.

- 18:564 Initiated trust discussion + confidence to debate
- 18:896: 8th Altha' WSA - not asked if wanted to do training but helped her non behavior + waiting (533) so on
- 18:910 best all did it
- 18:1000 - Decided to be em. w/ to manage school
- 18:1130-50* Still behavior beginning from WSA - 1st step are. due to monitor if doing it. 2nd linked to MEE can be seen as questioning stages life skills (1153) boundaries than Personal prof old due to negotiate * scary step - 1165 ethical + moral issues + privacy manage teachers
- 20:250 - rewarding to give child opp to grow
- 20:795 - Behavior WSA to be accepted but not in writing
- 20:799-821* good discussion of benefits of WSA to discussion + awareness of conflict of MEE but NB 922- has been included in past for writing
- 20:836 - EC puts mental health in forefront.
- 20:847 - both EC less conflict in prof practice as shared approach - seen as less different
- 851 - more confident as practice to Green's opinion + offer advice
- 20:846 - Adapting EC all the time. of reflection + WSA + training

WSA

(2)

- 19:867 understands the Se. + gets it but does not approach of EC in school.
- 19:452 - EC training was compulsory (altho' [redacted])
- 19:736 - wanted me to have a range of views but felt hard that she should not volunteer * Power issues here * - setting
- 16:134* 'I don't see how you can be doing your job if you're not doing the EC'
- 16:216 Networks not useful. felt confident + happy with his approach anyway - not raised his practice on
- 16:355 EC is not universal - not helpful for children with ident used emotional needs -
- 16:624: forced to do WSA (all staff) 'School policy'
- 16:649* Sees EC as desirable a if not natural would expect staff to acquire it
- 16:26* Sees school having an 'Emotion literacy approach' which informs 'whole school culture of the school'
- 16:33 Sees foundation stage as key. 35 where are effective parents
- 21:2

WSA

- 17:68 ~~By doing WSA~~ - It gives a message - but clear
 'Permission from us to recognise it'
 17:109 no of having management that is a little to guide school
 ethos: Culture reflects HT culture reflects
 17:107 - Led by HT who 'controls' & sets 'how they are' & what
 their 'expect' are Do not 'have to guess how staff will be'
 17:166 - helps to have WSA & creates safety for children that connects
 17:164 - Good for dinner ladies as not have tradition of training
 & often emotional moments are not in formal class learning
 17:838 ~~Need diff teachers + styles + approaches as yr grps different~~
 but all should have EC awareness: integrated to teaching
 17:894 ~~WSA more willing able to delegate + share of job rather~~
 17:624 ~~Relying on Auxiliary~~ ↑ their status + value ↑ HT's connections
 with staff. **QUOTE** 639 'not just here to fill up space' &
 Professionalise their roles
 17:762: EC training not changed school approach to role modelling approx
 21 (771)
 17:962 - 'School joins up' by HT as no staff choice 971 sees EC 'got
 another plank of his philosophy about doing things that are about the
 work being done'

WSA

(3)

- 17:984: See no for staff to see senior management as board's
 doing
 17:1121 - As becomes 'rather way of dealing with things' than the
 less time consuming (HT)
 6:103-130 **FAB CASE STUDY - TO USE**
 6:157 Used cascade model to disseminate EC 'feedback from
 the 100 really good'
 6:161 ~~thelios~~ (in non-threatening way) least change practice in past
 'history of fighting battles' & those who are tired & 'bit tetchy' & 'stuffed'
 411 - happier & calmer staff
 6:597 - were made to do training: with plan to cascade (so strong M)
 6:672 - get harmony in staff room, sets & yr groups
 6:71 'nice atmosphere, calm & relaxed'
 7:184-7 Networks meet as part - go to discuss, reflect & agree
 what works - but that behaviour might not be so embedded or
 sustained Management
 7:205 - Once embedded easier to sell (206) to rest of staff
 7:643-718 - Eg of changes to exclusion policies - child more involved
 7:712 See more EC spread in playground & awareness

WSA

③

- 10 pg 11: EC definitely had an impact on me & my work. I do feel quite strongly about that everyone else at playgo should be encouraged to do as well.
- 10 pg 14: So you know the more you do it, you know, you know, so it must be with the EC & more you do it the more it will stick in & it will just become natural to them.
- 8: 1493: believes in offering 'a bit more time' recognises air school programme - it becomes established & 21st blossom & 497 long term gear is massive.
- 8: 883: Been surprised at how EC will have been effective & increased the benefits.
- 8: 558: Recognises some people better at EC than others but still should be a 'kind of cross the board agreement' that EC is 'one thing that we do for our young people'.
- 8: 567: WSA takes time & needs another year (makes it 2) to be embedded more recruiting, retraining, targeting Sp. ggs - 572 'learning direction taking 'lead role' to ensure it happens 'top down & bottom up'.
- 8: 581: We've changed our behaviour ^{management} slightly, so it's more conversation based.
- 8: 893: have staff feel empowered.

WSA

④

- 8: 697: participated in senior management but came 'on board' & showed it & it works.
- 8: 839: helps with job satisfaction - can walk away helping child to go on & do & that down to that conversation I had & that's what we're about.
- 9: 601-70: uses EC as a management tool.
- 9: 177: trying to improve outcomes is ensuring staff are trained & takes time to embed & need 21st with parents & staff do (managers not have daily contact).
- 9: pg 24: EC not had full training & now 'not sure we're consistent' - WSA.
- 9: pg 27: believes need to be in a culture that supports your held.
- 11(16) 50-57 EC takes to implement 'one of our core values' in EC 'caring, being caring & hopeful'.
- 11(16) 143: we're all aware, we can talk about how we deal with the parents in the ggs & dealing with diff. 31st from that E point of view, of how parents are feeling at the time.

WSA

④

11(14) 464-7 children are going to be more socialised more & they're going to learn that there are hard lessons to be learnt & you learn them at home & in school in a loving environment where people can help you deal with them &...

467-469 * And if we give the parents the tool kit, rather than just the professional, then you know we're going to have better outcomes * NB *Shared approach*

11(14) 546-7 it (EC) becomes ingrained in what you do, & that's where I say the more we do it & the more we do it with the parents & the children & the more we model it, it just becomes part of what you do.

12(14) 31 - EC now forms more of a kind of a consistent approach.

12(14) 49 Acceptable to use it "all staff went on it"

12(14) 63 'it's sort of more of a proven approach now & I think when it's proven a little bit more, you then use it more. Get more than you would have, than you were before.'

12(14) 68 EC needs repetition - predictability - helps children 'know' they'd get that reaction - so calm down quicker

WSA

⑤

14(17) 760 'Consistent approach in settings' it's going to benefit these children' 761 'Consistent approach from that (setting) point of view' 768 'get the most benefit for children requiring needs to buy in' 796 'just build it into your normal practice'

14(19) 333 - lack of consistency of use "not all staff trained (not come) & unsettled staff with changes" 335 'It's not completely settled stage were

Sp 19 If aware/disapprove of E will find EC hard But as Teachers should use it - however will take them a long time to come round

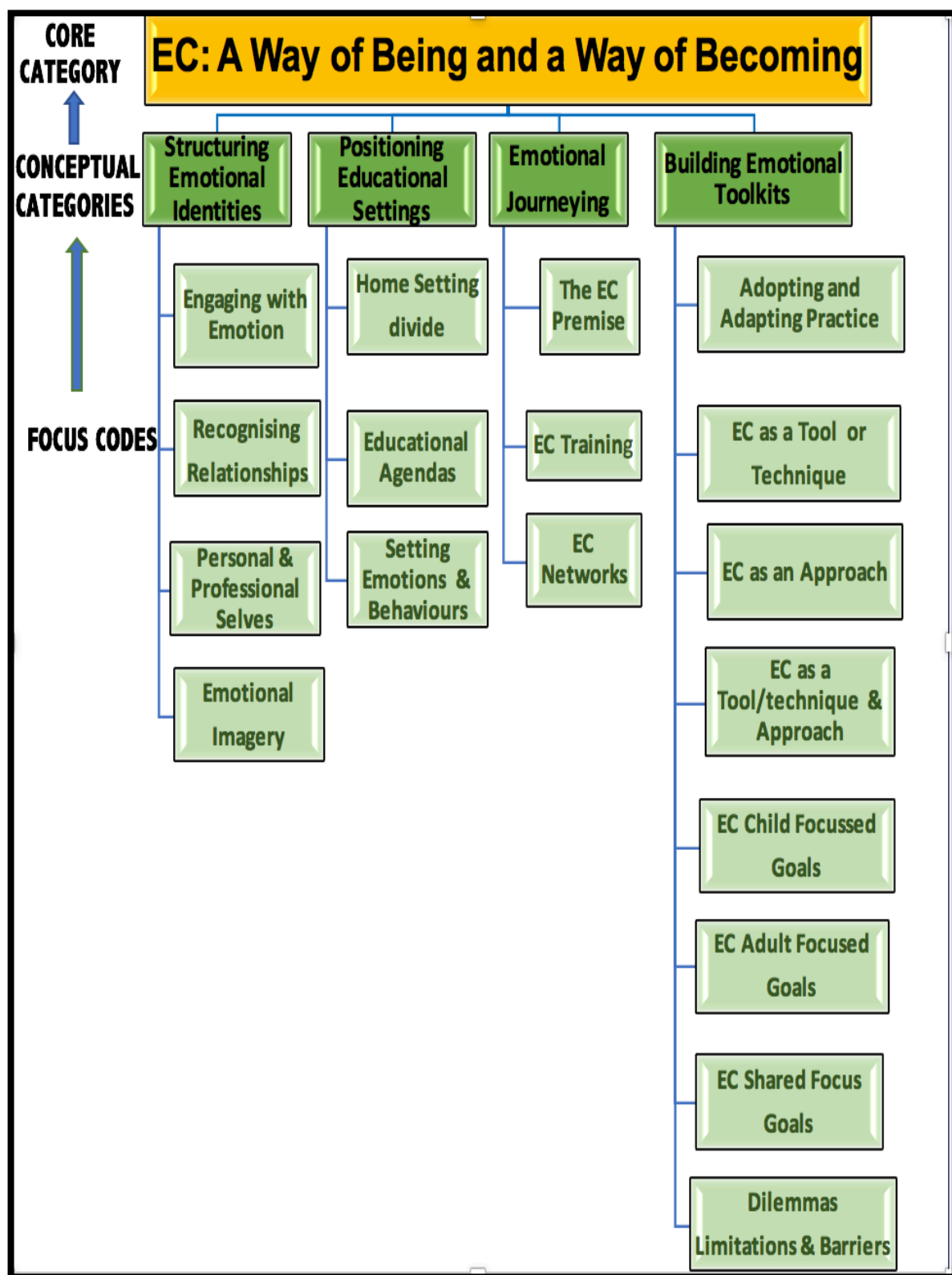
A7g: Doctoral Research: Final focus codes

Engaging with Emotion
Recognising Relationships
Personal & Professional Selves
Emotional Imagery
Home School divides
Educational Agendas
School emotions & behaviours
The EC Premise
EC Training
EC Networks
Adopting and Adapting Practice
EC as a Tool/Technique
EC as an Approach
EC as a Tool/technique & Approach
EC Child Focussed Goals
EC Adult Focused Goals
EC Shared Focus Goals
Dilemmas, Limitations & Barriers

A7h: 3 Focus codes with their basic codes and in vivo codes

Final Focus Codes	Basic Coding and In vivo Codes
EC PREMISE	Offering new perspective on emotions, behaviour and learning; Challenging beliefs in emotions, behaviour and learning; Confirming of prior understanding and knowledge; Acknowledging/ confirming role/relevance of emotions in settings; Recognizing diversity of acceptance and understanding of emotions, behaviour and learning; Emotionally acknowledging in self, practitioners, adults and children; Emotionally disapproving in self, practitioners, adults and children; Emotionally unknowing self, practitioners, adults and children; Evidencing personal emotional awareness; Evidencing professional emotional awareness; Being EC receptive; Being EC neutral (undecided); Being EC unreceptive; <i>They're coming over (to EC) from the dark side (20:822; I was made to eat my words, wholly and truly (21:42-3); It was a lightbulb moment (12:95); EC puts a different spin on it (13;132)</i>
EC TRAINING	Liking training team's consistency/experience; Offering new perspective to understanding behaviour; Evidencing the linking of emotions and behaviour; Providing alternative ways to manage behaviors; Enjoying factual content linking physiology and behaviour; Credibility of science; Opportunities for active learning through role play/video discussions; Validating prior learning experiences; Whole setting training benefits; Reflecting with colleagues; Time given reflecting on practice; Confirming belief system/practice approach; Challenging belief system and practice; Making emotional situations more positive; Recognizing co-construction; relationships situations; Normalizing emotions; Supporting professional confidence; Increasing practitioner interest; Promoting emotional awareness and understanding; Types of attendance effects; Negative training experiences; Recognizing types/natural EC practitioners and practice; Learning to use alternative/ additional management techniques; <i>Need to be 'doing it not just talking about it' (21:608); Difficult to get my head around it (19:683); Because it's almost like giving me a green flag...permission to understand emotions more (9: 709, 713)</i>
EC NETWORKS	Valuing time to reflect; Most important part of the training for taking ownership of EC; Valuing CPD; Valuing professional sharing; Excluding, including for practitioners; Giving sense of commitment to embedding in personal practice; Giving sense of commitment to embedding in setting ethos; Providing sense of security and togetherness for staff; Developing confidence in practice; Incomplete attendance; Excluding/including practitioner experience; Time wasting networks; Logistical difficulties for settings- time, location, inclusion, dissemination; Controlling of participation; Practising EC; Positive outcome of EC use; Negative outcome of EC use; Time poor, unable to use; Relevance of EC to practitioner; Confirming current setting ethos; Developing setting ethos; Creating setting ethos; Lacking EC interest- personally or setting; <i>It's not just chatting. It's that work sort of chat about families (15:228); EC' it's a communication tool isn't it, with other adults as equally as it is with children' (14:806); For some it will be a natural thing. For others, it will be a reminder, you know 'don't forget this in our toolbox (1:949-951)</i>

A8: Conceptual Categories



A9: Memo-writing: ‘developing EC as a technique and an approach’

Examples of coding used in memos	
<i>‘Text such as this’</i>	Explanatory notes to guide reader
<i>‘Text such as this’</i>	My memo/ideas at that time
<i>‘Text such as this’</i>	My questions/points to self/actions
<i>Text such as this’</i>	Examples of codes
<i>Text such as this’</i>	Participant transcript reference number

September 2012

MRP 0-19 Project almost over, data helped to inform focus of semi-structured questionnaires: Preliminary reading of 6 practitioner transcripts and listening to audio, noting frequent themes, topics and processes(gerunds) and particular language (in vivo codes)

EC supports a view of sustainable futures in its process and product effect on those being taught and those teaching – everyone benefits – links are as follows



Points to note:

1= EC supports learning about self and others through experience and critical reflection

2= EC acknowledges that all emotions are valid but not all behaviours are acceptable. EC allows alternative focus, interpretation, behaviour

3. EC uses scaffolding- a way of being- which equips them with ability to cope, Vygotsky- role modelling, ZPD, intermental to intramental scaffolding

Linking to changing definition of 'development' for countries as a whole- program- now no longer about 'more' but about 'quality' and wellbeing- ref memo June 2011

IF as a result of teaching EC improves reflection and understanding of meta-emotion -? change in approach behaviour and thought??

Changes achieved through "TTOKS" (reference to lectures and model I created/used on improving and changing practice when lecturing early childhood studies student at Gloucestershire University)- Time, Teaching, Opportunity, Knowledge and understanding and Safety/security: teaching (Knowledge), practice-doing, opportunity to reflect and question and adjust and reinforce leads to familiarity- becomes tacit- increases awareness and understanding and better experience and results- will feedback and reinforce learned behaviour. However, for some also believe that emotions should not be recognized in schools, emotions for parents to deal with, national curriculum priority, not enough time to do Emotions - so varied

October 2013/ September 2014

Preliminary findings thus far from transcribed scripts (21) and initial coding.

Have coded using gerunds to identify processes-in vivo to identify particular language and meaning, (using IPA and CGT).

Focus: From Coding see themes of differing uses of EC for differing outcomes

Practitioners using EC as an approach to emotional behaviours ??which are - find and compare (e.g. reference participant 5, 8, 12, 14, 16) Codes: e.g. Seeing emotions as normal; recognising innate skills and ability; requiring specialist skills, part of being; taking time to learn: 'you find yourself just doing it, you know you don't even think, oh it's a

technique, it just does become part of your practice, um, and I kind of use it in everyday stuff as well' (12:159-61); 'there are people that are naturally, and it seems to be something you can also teach' (14:538-9); 'I think it's something that becomes a way of life over time and you know I'm still falling into that one, I'm still understanding that' (5:150-2); 'an approach because for me it's an approach because it is something that encompasses the classroom, whereas I think a technique is so much more specific' (16:319-22); 'I truly believe this, I don't think most people have the skills to really use it[EC]' (16:693-4); adopting it as a school approach takes time and needs much revisiting and retalking and targeting specific groups of practitioners' I think it needs to be revisited and re-talked about' (8:571);

Confirming, add confidence, validating, clarifying, increasing awareness, reinforcing belief in emotions- ?? *which practitioners and? those that it does not* (E.g. reference participant: 8, 6, 2, 10, 17) Codes: e.g. increasing individual skill and confidence, Recognising own emotional self, taking time, feeling unnatural, feeling natural/normal: 'I actually think if you use it properly it teaches you a little bit about your own emotional state' (8:417); 'I think it's an extra tool, it gives me more confidence to be able to deal with any situation, and also gives me more confidence to realise that I'm in the job to help everyone, not just the selected few' (6:101-3); 'it is still not the quick fix to know why they're feeling like that, you've got to, that's a lot of unpicking and stuff' (14:167-9); As adults coming into it actually it's a very alien thing that we're doing (2:237-8); 'So you know the more you do it, you know, you know, so it must be with the emotion coaching and more you do it the more it will sink in and it will just become natural to them' (10:459-61); you know you're more likely to be able to apply anything effectively, if you understand why you're doing it" (17:182-4);

Using as a teaching/ behavioural control technique: - allow 'time to do'- ?? *which practitioners; seen as a specific incident -?? what type and why; relevant to high emotions-?? Which ones and when?* (E.g. reference participant 1, 2, 6, 7, 12) Codes: e.g. Managing Emotional moment; Seeing practice as a technique/tool; controlling own emotions; carrying additional worries/concerns, controlling escalation in self and others : 'so you almost use it as a teaching tool automatically (2:795); 'I think you do use it as a tool, and you can also distance your own emotions from it, because you're using it as a tool, rather than getting too deep into it yourself' (6:268-71); 'but I think possibly it is more a case of there's so many other things, baggage if you like' (4:219-220); Usefulness of 3 stages: 'And actually by putting those steps in place it's kind of that little checklist' (7:77-8); having to remember to do it that way, instead of perhaps how you would normally (1:176); take it away, try it and see, with all the other things obviously we've introduced', it's like a tool kit, isn't it really, you pull it out when you need it' (12:99-10);

Transferring between professional and private life if: supports their schemes and perspectives, are comfortable with emotions ?? *who are these and what evidence do I have?* are reflective ?? *define* EC is repeated if : get results ?? *what are these?* (E.g. reference participant 9, 6, 11, 12). Codes e.g.: recognising emotions makes matters worse, recognising emotions can be uncomfortable, adapting for other uses, seeing emotions as appropriate for context/inappropriate:

you do have to be a little bit careful because the whole acknowledging somebody's emotions does seem slightly patronising in certain circumstances. And in a way, may even fuel somebody's

emotion, you know, because it's like, you could potentially wind somebody up, I think. But yeah I think you definitely have to adapt it' (9:590-5); best at stopping escalation but does not always work, e.g. personal and family insults (6:839)'Um, there's, I use it at work, I use it at home. I signpost others to it' (11:647-8); linked to practitioner not practice per se, it's a technique and a tool not an approach', 'well I mean it's going to be difficult for anyone who isn't comfortable with emotion I think, anyone who is not comfortable opening up and being honest, and maybe finds it really awkward (5:929); 'the way I see it is it gives them, it doesn't give them a short sharp – this is wrong, it gives them, you talk through it to get to that point where sometimes I think what happens is they need to be told – that's it' (19:325-8).

using with resistant emotional behaviours *who are these, what did they use, what type of behaviours, did it work?* (EG: reference participant 2,3,8,14 21) Codes e.g.: using as last resort; not getting the expected outcomes, changing practice focus; manipulating child's behaviour; moving emotional moments on: when I first started using it, when I was kind of at the end of my tether, and didn't know where else to go, whereas now it's my first port of call' (8:47-9); 'some things just aren't their bag, you know, and they just don't want to hear' (14: 748); 'It works better when its, I hesitate to say, negative emotions, but an emotion that's obviously that's causing the most stress and anxiety (2:768-9); seeing the child and not the behaviour (3,pg3); increases control over children 'answering back' (3:1a); gets them on your side real quick rather than pushing them away (6:320); 'being stuck in the mud and behaviours just repeating(6:70);

Adapting use of EC ?? *how adapted and evidence for this (e.g. reference participant18, 1,20,5,7,6,8,10)* Codes e.g.: role modelling; learning through doing, joining with other strategies; widening age group use; using with family; using with staff 'they see you doing it and they can pick up on that, and I think that's invaluable.' (5:538-9); the EC was the one thing that has actually helped incredibly. With one other strategy as well (2:381-2); CC: initially thought EC was for littles 'I think although the training, it very much focussed on littlees, but I actually find it really helpful in adults, in the teenagers as well' (13:371-3); really helpful as moving the model on, now adapting it so is a successful tool"(2:309);); 'as I have become more confident I have started to use it on my mother 'I'm terrible I try and kind of do it a little bit with my mum now'(12:348); Putting in an element in the supervision, actually EC as a topic' (13:478); 'I find you haven't always got time to go through the process of EC but you could perhaps pick out bits'(1:57-9); as a result of the training and doing it at home her and her husband are changing their approach to emotions to be 'certainly I and my husband is learning as well, but to be a bit more open about our emotions and that adults still have these feelings and we're not perfect and explaining all of that'(14:325-8)

Believing you need to be 'that way inclined' to do and be good at EC-?? *what does this mean- who is and who is not – can you learn EC?* (e.g. reference participant 2,3,6,14,16,19) Codes e.g.: 'Usual practice; Informing Emotion approach; Way of being; Part of being', giving additional structure, making more approachable to others, practice use changing over time: 'I think it's one of those things that certain people are naturally better at it than others (9: 101); I use it ,probably all the time, and , but it's been naturally part of my, my teaching strategy (2:809); EC is not a lesson, it can be used and slipped in as and when needed' (3:999);some people have innate qualities to be empathetic and caring 'that is an innate ability within some people anyway, not necessarily within myself, but within teachers' (16:129-31); talks differently in emotional situations, asking how feel so child understands they are seen and cared for by the teacher' 'it's just given me structure to it, it's given me a script in which to

follow, and I think that's given me more purpose in my questions to children' (16:190-2); 'makes me more approachable and more likely to approach others' (6:427); I see it as being both things 'so is a technique you could learn to use for that situation, I would go as a broader approach to any situation(14:379-80); "I'd say both, or I think it develops, I think it's possibly, it maybe starts out as a technique but then actually it just then becomes natural so it is, it develops into your natural approach into that situation, I would say, yeah I think it, it started off as a technique but I think it's now an approach" (10: 566-70; "Yeah I can see the benefits of it with certain children and I can see some people would be better at it than others'

Seen as a technique/tool and an approach /way of being- need to recheck scripts to build on this 'There are, yes, certainly it's something, but the staff are doing it, but I think some of them are doing it by rote, they're not doing it from the heart, and I think 'what a pity', because if you do it from the heart you' (20:822-6);

Interviews chatty!! Too chatty? -? co-construction – try to be less intrusive but still acknowledge prior relationship- Discuss with supervisors- help!!

November 2015

Decided to go to Majorca for month to organize the codes on transcripts and create focus codes and meaning -as had had a "summer of discontent'- with minimal writing or creative thought- Looking at 'action, meaning, process, agency, situation, identity self (symbolic interactionism)

NB. Thoughts so far from analysis- this quote from participant 18 references much as she believes that there are 3 types of practitioners (good to reference/confirm my thoughts) ...

3 types (1) "I'm here to educate children 'namby pandy, don't want to do it, don't need to do it so why have to do it at the other and those in the middle. Those in the (2) middle have greater confidence to deal with behaviours and take encouragement from watching me and change practice –**this reflects three levels of EI found in society** – not all come on board at once but all have had a chance to think about EC as had WS training and talking about it helps them acknowledge it is not the child's fault and agree to try EC ' I see it as in sort of three schools of staff. (3) I see the staff that are very much like me that naturally are emotional, emotion coaches. I see staff in the middle and I see staff who are 'no I can't do this, I can't deal with the namby pamby stuff, I'm here for the Maths and Literacy, I'm here to educate children'. And I think the people in the middle it has given them a greater confidence to be able to deal with behaviour situations in the way that they think is going to be beneficial to that child, and I think that middle school of people have benefited, and they are the ones that are coming up to me saying, 'I've done this, and I did this, and I said this'. And then, but then I also have the other ones saying, like 'it's another thing that we're being told to do, it's another thing I don't have time for and it's', and the namby pamby, it's like, 'I didn't need this, and I don't need this, so why do we need to do this type of thing'... I think that reflects the emotional literacy of people in society in general'(18:531-554)

??ideas: check out if others see differences in uses and types of practitioners, how it is accepted – links to views on emotions in schools, how adopted into practice, what EC makes them feel about emotions, themselves and practice, whether reflection is individual or collective, criticism of EC- forced upon them- not enough time??

Looking at data EC operates at a personal and professional level but to be fully accepted and sustained needs to work at both

Being naturally empathetic helps in the transition from work to home and home to work

Being aware of emotions in self and others influences acceptance of EC

Science is seen as 'truth' and justification for EC

EC 'seeing is believing'- doing it reinforces and embeds EC- particularly when positive

Story-like -journey nature to EC- ongoing- does this link to belief in CPD/ lifelong learning

EC used in different ways by practitioners, Operates as : (check out whether term is used interchangeably or specifically)

An approach	A technique
Relational	Behavioural
universal	Specific
Managing relationships	Managing situations
Flexibility	rigidity

Note? using EC for manipulation of situations (emotions)? Linked to adult gain of power/control or telling the story helps the child understand self and adult world- offers safety and security if delivered in empathetic way??

Will check out examples of when EC used and note adult power (control)/ child understanding (security)

Adult/power ref = 1:476; 19:496; 8:123; 6:320; 2:332; 13:376; 17:916;
child & care focus = 20:286; 3:35; 18:1117; 4:383; 8:797; 2:103; 7:558,17:124

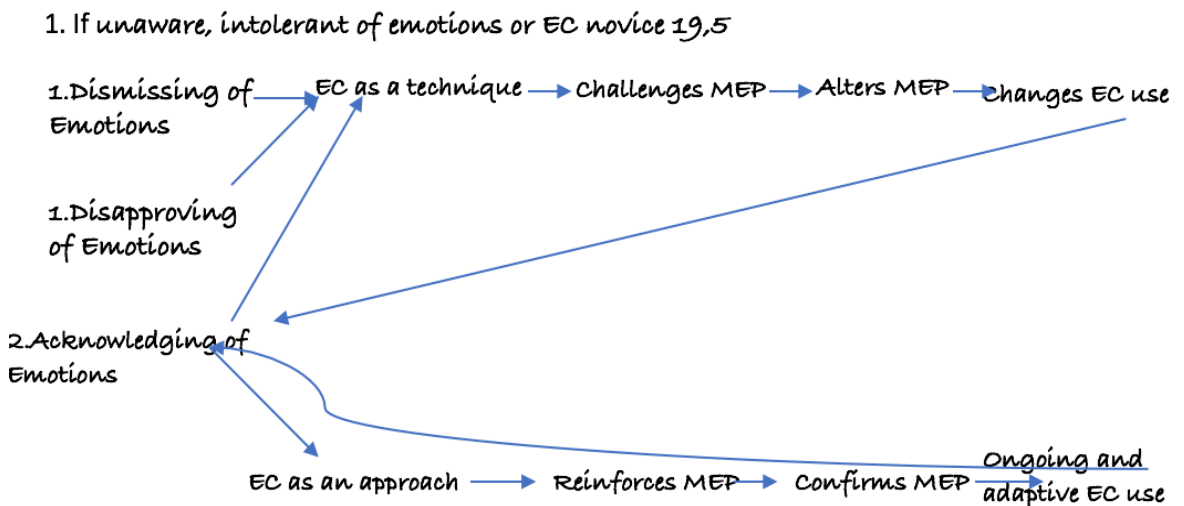
?? practitioners using EC for power and child & care: 3:6; 8:128; 6:44;

November 2015

Seems that EC is often referenced as a specific technique and also a universal approach; used as technique by some and approach by others and changes through use and time

As a technique, more likely to be using for specific heightened moment and/or for those new to EC thinking, or if EC different to current MEP? *is this a model of use? - check with participants*

1. If unaware, intolerant of emotions or EC novice 19,5



BUT...

1. If new to EC practice can have EC qualities: Empathetic, aware, tolerant of emotion practitioners/not necessarily aware of EC label:

Way of being → Way of Becoming
TIME AND EXPERIENCE

November 2015

Technique and Approach thoughts

Technique

New to EC: technique for behaviour modification, increases control of E more positively, (? in self and others or both) for negative emotions, extreme emotions, individuals rather than groups, use 'in the moment', for specific children and

specific situations, conscious of the 3 steps, Aware of language use (different), looking for cues of calming, awkward in doing, a 'new tool'

part of my toolkit; part of a bag of skills- tool; 'bag of tools'(3:pg11); 'take it away, try it and see, with all the other things obviously we've introduced', it's like a tool kit, isn't it really, you pull it out when you need it'(12:99-101); I don't think you can ignore other tools in your arsenal (8:789); 'so you almost use it as a teaching tool automatically (2:795); 'it's like a tool kit, isn't it really, you pull it out when you need it' (12:100)

Those evidencing empathy and emotional awareness with EI can express this- especially if in a position in Setting not recognized as management hierarchy (Participant 18, 20,5,4) or if whole Setting approach to training not adopted.

Doing EC is confirming of new knowledge and understanding, seen as an additional tool initially and professional development. Over time, through use, through discussion, through adaptation see results

'And actually, by putting those steps in place it's kind of that little checklist' (7:77-8); really helps to sort of handle or control the situation (12:518);

Technique and developing approach

As a technique feel more confident and it becomes more automated with familiarity leading to increased awareness of emotions in children (nonverbal) and increased tolerance also improves use and success

"the beauty of EC is the package, showing the links of processes, the whole process of putting it all together and saying yes, I can see the cycle of it, um was new' (14:139-41); 'I mean you do need to take the first stage really, I think that's your stepping stone' 'first stage is crucial and you know, just acknowledging where people are at I think is just, yeah it's the starting point, that's your stepping stone (9Pg21); initially you overthink things and its awkward but the more you use it the less you think about it and it becomes more natural' You start overthinking it don't you and over analysing but I've gone back to you know just doing it now' (12:181-3)

As a result of less explosions and use in alternative situations start to experiment- be creative- "success breeds success". By using it in more situations and variety it therefore becomes more of an approach to emotional moment the practitioner comes across in their everyday work- This then confirms that emotions inform behaviours

"Living to learn, learning to live" -'you know you live the life, not just teach it' (2:226); 'so is a technique you could learn to use for that situation, I would go as a broader approach to any situation(14:379-80); 'it's a communication tool isn't it with other adults as equally as it is with children '(14:806); 'you find yourself just doing it, you know you don't even think, oh it's a technique, it just does become part of your practice, um, and I kind of use it in everyday stuff as well' (12:159-61);

Approach and a technique

Either fits in with practitioners MEP and therefore confident to use EC as recognize that relationships matter. As a result of training and doing EC increase in quality of relationships and decrease in emotional outbursts, increase in self-

regulation and confidence to manage? coupled with physiology of emotions as recognize world is all about relationships and getting on with one another. Confident in use and when not to use, flexibility in use of the stages, acknowledgement of brain and mind on learning, working with shared physiology to improve outcomes for all

'it gives me a framework, but it also gives a clear strategy' (2:752-3); It's quite, it's become an integral part of my day now I think. It's not just something put in a box that I use when I want to it's there all the time' (21:1066-8); natural 'For me it's, that's how I operate, it's, for me it's bread and butter stuff, for some people I think they would have to actively think about what they're doing all the time, how can I use this, ...some people find that sort of thing very difficult' (20:545-552); I think it's something that becomes a way of life over time and you know I'm still falling into that one, I'm still understanding that' (5:151-2);

November 2015

Need to remember that each of the participants construct their explanation for their practice, and they use different points to reference each. Some have similar experiences to justify, some link to personal experiences – upbringing and family life to justify

Some take professional to personal lives

Some take personal to professional lives (??? Most at ease/innate ECers)

From texts? dependent on: sense of self, confidence, position, power and setting contexts

Using EC as adult driven or child driven/focus practice

Looking at scripts even those who are less enamoured with EC (with conflicting MEP, poor training experience and Network engagement, poor uptake in setting) suggest use EC to self-regulate to then control/promote child academic curriculum and progress. Those using it for adult control rather than child focused still evidence a raised emotional awareness by using EC.

So even if EC focus is on manipulation of behaviours for adult- for control or academic focus – they do, by using EC gain Emotional awareness as do

Those Child driven: focus given/includes improve /empower child's self-regulation so better able to learn and also – by being guided through emotional dis-regulation learn to regulate themselves.

?? could adult focused be described as a Discourse of control and child focused a discourse of welfare (thinking about how children are treated/viewed suddenly reminded me of a module I use to teach on Childhood through the ages- this was a concept we discussed looking at historical approaches and evidence- think it fits well here – will check out)

November 2015

From scripts checking out those practitioners that use for adult or child focused the following codes/points are raised about the variety of EC use and goals thus

Adult focused use EC as a technique	Child focused use EC as an Approach
<p>Discourse of control of emotions, children, community and philosophy</p> <p>Focus/priority more on academic/statutory curriculum</p> <p>Emotions seen as distracting and separate from cognitive processes</p> <p>Adult Dictating/controlling relationships</p> <p>Holders of the knowledge</p> <p>Emotion as are to be accepted and controlled</p> <p>Learning primarily driven by sanctions and rewards</p> <p>Children can manipulate emotions</p> <p>Time poor so unable to 'do' emotions</p> <p>EC supports/adds to culture of bad behaviour tolerance in setting</p> <p>??CPD- deficit model/threat</p> <p>Confidence in self as Adult???as prof/personal</p> <p>? Setting hierarchy more top down-tenuous link – not sure of enough data 'I'm not a shouty sort of person, but it just gave me that sort of, almost a step back because this is the</p>	<p>Discourse of Welfare</p> <p>Focus on holistic dvp</p> <p>Emotions integral to learning</p> <p>Belief in physiological/emotion/behaviour links</p> <p>Co constructing of relationships</p> <p>See as facilitators of learning</p> <p>Emotions to be explored and understood and need to teach that</p> <p>Learning through experience and empathy/ reflection</p> <p>EC integral to culture</p> <p>? CPD valued/ lifelong learning approach</p> <p>Confidence in setting community</p> <p>?More flatter hierarchy' 'for me it will just be one of those tools that I bring out with, you know on a daily basis as a leader, because at the end of the day what I want to do is, you know, I want to, um, I want to empower staff and I want to have a kind of, you know model of distributed leadership, so you know I want them to make decisions, I want them to be confident, I, you know it's not at all about me running this place, it's about individual members of staff taking responsibility(9:603-10)</p> <p>Technique and approach</p>

methodology we're going to use. FULL STOP' (2: 364-6) As a technique for emotional moments More rule driven practitioners Greater separating of personal and professional selves New to teaching/EC	Relational driven practice More experienced practitioners Personal and professional shared values and belief EC similar to current practice approach
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??? Is use separate like this or do some practitioners show/use both with EC??

December 2015

EC as a technique/EC as an approach

From scripts - use of EC not binary but a Spectrum with technique at one end and approach at the other. Time is a variable as is experience and practitioner MEP (but e.gs of differing emotional tolerances and acceptances for differing emotions and situations, 19,16,17,7,6,2) varies within MEP and context

- Technique Approach
- Specific universal
- Adult focused child focused
- Changes over time and through experience

Discuss with supervisors

A10: Doctoral Research Ethics and PhD acceptance



School of Education Research Ethics Committee Approval Form

Applicant name:	Catherine Louise Gilbert
Programme and/or module (if applicable):	PhD research proposal
Title of the proposed research project:	The promotion of sustainable futures: Transformative learning experiences of practitioners using Emotion Coaching as a meta – emotion philosophy to support wellbeing and empowerment in children and families.
Number and type of proposed participants (e.g. 30 children aged 6-7)	20- 25 participants (teachers, teacher assistants, early years practitioners, student teacher)
How is permission being sought from the participants and/or their parents/carers?	<p>The data for this piece of research will be drawn from participants who are involved in the [REDACTED] 0-19 Resilience Project (MRP 0-19 Project). The MRP 0-19 Project is focused upon training and supporting practitioners in Emotion Coaching techniques to develop and strengthen resiliency skills, to promote prosocial behaviour and support wellbeing in children. The practitioners work in educational settings and include; three early years setting, three primary schools, a secondary school. The project began in January 2011 and is expected to continue until 2013. The project is structured as follows: after training on Emotion Coaching, Network meetings have been established at each setting to provide regular ongoing peer focus group support. These are facilitated by [REDACTED] (Bath Spa University) and myself, therefore all participants are aware of my involvement and connections to this particular project.</p> <p>All participants who attend the [REDACTED] MRP 0-19 Project network meeting will be given the opportunity to participate in this piece of research.</p> <p>Both the association and distinction of this project to the [REDACTED] MRP 0-19 Project will be clearly explained. Verbal and written information will be given on the aims and objectives, and attention</p>

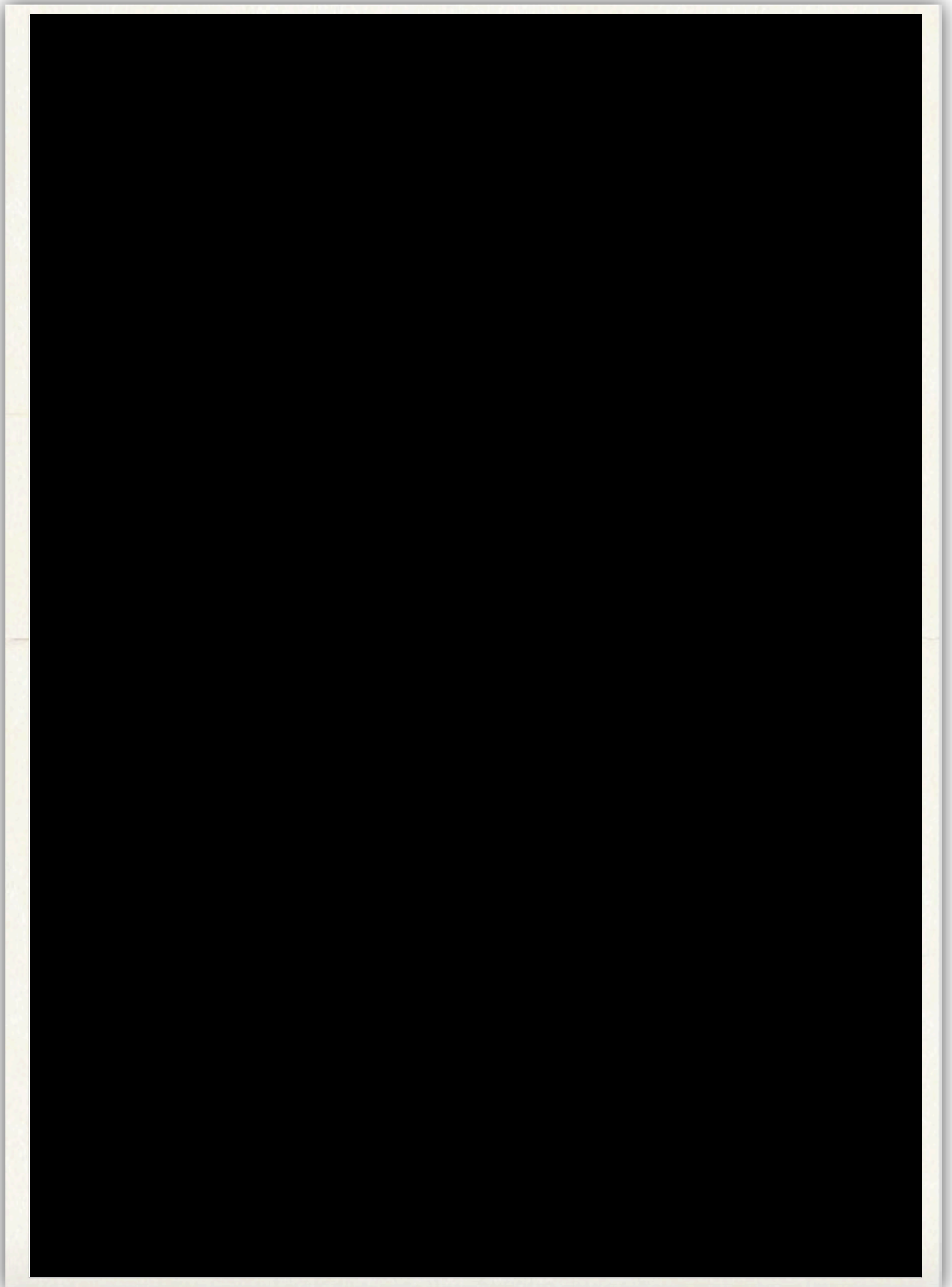
	<p>drawn to the researcher's specific interest in personal experience and interpretation of the Emotion Coaching training. The voluntary nature of participation in this particular piece of research will be clearly stated to all prospective participants.</p> <p>Written consent will be obtained from all those who volunteer to participate. Each participant will be given a copy of the research aims and objectives and the consent form. This will include an attached Ethics Protocol which addresses the guidelines of the School of Education Research Ethics Policy Participants. The consent form will clearly state the researcher's (Louise Gilbert) contact name, email and phone number.</p> <p>The consent form will include information related to: -</p> <ul style="list-style-type: none"> ○ The aims and objectives of the research project ○ The right to withdraw at any stage from the project, ○ The right to verify participant transcribed data, ○ The level of confidentiality and anonymity offered to participants, ○ The responsibility of the researcher and the responsibility of the participant in the research process. ○ Statement of assurance that the data will only be used for this particular research project. <p>All participants will be made aware that at any stage of involvement they have the right to withdraw. All participants will be given the opportunity to access, read and comment upon the research findings once the research is complete</p>
How is participants' anonymity to be preserved?	<p>Participant anonymity will be maintained by using an allocated participant code number or a self-selected alias or both.</p> <p>Audio recording will be made of participants' feedback during the semi- structured interviews. All audio recordings will be transcribed and the participants will be given the opportunity to verify/ correct the content.</p> <p>The audio data will be stored on a specific research project memory stick, which has password</p>

	<p>protected access. The password will only be known by the researcher.</p> <p>All data and consent forms will be stored in a lockable filing cabinet in Cheltenham and key access will be restricted to Louise Gilbert (researcher) for the duration of the project.</p> <p>Movement and storage of data will align with the Freedom of Information and Data Protection Act of 1998. (As a small-scale research project, there is no need to notify the Information Commissioners Office as the data stored is for research purposes and will also be authorized through Bath Spa University as a research institution).</p> <p>It is the responsibility of researcher (Louise Gilbert) to ensure that any discarded/ redundant records/papers are appropriately managed through the University of Bath Spa's procedure for removal/ destruction of sensitive/ confidential documentation.</p>
Briefly describe the research methods proposed (e.g. interviews, classroom observations)	<p>This piece of inductive research will use an interpretive paradigm approach to gather qualitative, narrative data from the participants. Individual semi-structured intensive interviews will be used to explore and collect personal and professional data. A hermeneutic position to qualitative data collection permits the recognition of the symbiotic complexities of social life and meaning, allowing exploration of the practitioners' rich and varied meanings and significances, (Yates, 2004). The semi structured intensive interviews will be digitally recorded and the data transcribed for analysis. Grounded theory coding will be used to analysis of the recordings (Denscombe, 2010) to allow the stories of the participants to be analysed for evidence of their Emotion Coaching experience and transformational learning.</p> <p>Triangulation, using written narrative data from the EPIP MRP 0-19 Project participants' research diaries, and pre-and post EC questionnaires responses will be referenced to strengthen the credibility and dependability of the research findings, (Lincoln and Guba,1990). Consent to use any research data from the EPIP MRP 0-19 Resilience Project will be requested prior to use, and the same participant rights afforded as before. Denscombe, M. (2010) <i>The good research guide 4th ed.</i> Maidenhead: McGraw Hill; Lincoln, Y. and Guba, E. (1990) Judging the quality of case study reports,</p>

	<p><i>Qualitative Studies in Education</i>, 3.1, pp. 53-59; Yates, S. (2004) <i>Doing Social Science Research</i>, London: Sage Publication</p>
<p>List the ethical issues associated with the research methods outlined above (e.g. confidentiality) and how you propose to deal with each of these.</p>	<p><u>Potential hazards and benefits consideration for participating in the research project</u></p> <p>Although the sensitive nature of the research aims are acknowledged, no additional risks to those previously identified for participation in the [REDACTED] MRP 0-19 Project are anticipated.</p> <p>Due care and concern will be given to all participants should the research process create any unforeseen issues.</p> <p>Each participant will be reassured that their participation is voluntary and independent of their setting participation in the [REDACTED] MRP 0-19 Project. Attention and information will be given to each participant in relation to potential support services including:</p> <p>Each setting has an established behavioural policy and practice that support staff and these can be accessed independently by the participants if deemed necessary as a result of participation in the research. Further support is also available through the established access pathways to the mental health support services available for [REDACTED] County Council employees, Bath Spa University student support services as well as the National Health Adult Mental health services. The local services are aware of the community and educational setting based research in relation to Emotion Coaching and the MRP 0-19 project in their local vicinity.</p> <p>Each participant was reminded of their responsibility and disclosure in relation to the Children Act 1989</p> <p>The benefits of participation in the research for the participants include opportunities to:</p> <p>Reflect upon and further develop personal understanding and professional practice of the emotional aspect of the learning process through the use of Emotion Coaching technique.</p> <p>Provide specific opportunities for practice and development of reflective skills, which are integral, powerful, transferable tools in the process of effective decision making and individual empowerment.</p> <p>Acknowledge personal and professional roles, rights and responsibilities in the development and</p>

	<p>maintenance of sustainable effective learning communities.</p> <p>Have the opportunity to contribute, and be part of a community that is striving to improve outcomes for all. This experience should promote personal and professional satisfaction, confidence and self-worth.</p> <p><u>Consent to participate in research project</u></p> <p>Participants' rights are included on the consent form and will also be verbally reiterated before the semi- structured interviews. These include a right to withdraw, a right to verify statements and a right to request to see completed work.</p> <p><u>Confidentiality, anonymity and data protection</u></p> <p>Participant anonymity will be maintained by allocating each participant an alias or code number or both.</p> <p>All data and consent forms will be stored in a lockable filing cabinet in [REDACTED] and key access will be restricted to Louise Gilbert (researcher) for the duration of the research</p> <p><u>Ownership of information protection for participants</u></p> <p>All audio recordings and narrative data from the research diaries and semi structured questionnaires will be transcribed. The participants will be given the opportunity to verify / correct the content to ensure that they feel that the transcripts reflect a true representation of their contribution. The data will then become the property of the researcher, however all participants will be given the opportunity to access, read and comment upon the final research findings.</p>
<p>Describe how your findings will be reported or disseminated:</p>	<p>Greater understanding of the personal and professional affect from involvement in the delivery and application of Emotion Coaching will support current governmental discourse on promoting sustainable well-being for children and families, practitioners, and the wider community. A sustainable community is 'one that satisfies its needs without diminishing the prospects for the health and wellbeing of self, other peoples, future generation, or the environment', (Lange, 2009:193). Each community and educational settings can be viewed as a micro-community where educational practice grounded in a meta-</p>

	<p>emotion philosophy could allow teaching to evolve into 'a living practice ...where the learning emanates from the living of it, with the capacity to transform [the lives of] <i>all</i> involved', (Lange, 2009:196).</p> <p>It is hoped that the findings of the research project will be of much interest to all those working in and with Children's Services, educational settings and professional training institutions. The findings of the research will be shared with and disseminated: -</p> <p>Locally:</p> <ul style="list-style-type: none"> ○ Through the research community network at Bath Spa University. ○ Inclusion in research update reports on Emotion Coaching in educational and early years setting ○ Through increased involvement with, and participation of educational, early years and community settings utilizing meme theory (Dawkins, 1976) spread of information <p>National/ international:</p> <ul style="list-style-type: none"> ○ Academic papers in journals related to emotional wellbeing, child development, sustainable practice, lifelong learning. ○ Chapters in books related to mental health and wellbeing for children, practitioner guidance in student textbooks ○ Related conferences e.g. [REDACTED] conference, Local Authority Conferences, American Education Research Association <p>Lange, E (2009) Fostering a learning sanctuary for transformation <i>in</i> sustainability education <i>in</i> Mezirow, J. & Taylor, E (ed), <i>Transformative Learning in Practice - insights from community, workplace and higher education</i>, San Francisco: Jossey Bass.</p> <p>Dawkins, R. (1976) <i>The selfish gene</i>. Oxford: Oxford University</p>
<p>I have read the School of Education Research Ethics Policy (please sign and date):</p>	<p>Louise Gilbert June 2011</p>



Redacted to hide personal contact details.

A11: EC adaptation in primary school

Primary School's Emotion Coaching Journey

At [redacted] we have always had a proactive approach to emotional health and well-being. PSHE has a prominent place within our curriculum and our ethos, and we pride ourselves on our caring attitude to children's wider emotional needs. Regular group and individual interventions are put in place to address specific needs of children.

We became involved in the Resilience project in November 2012 as part of a community training programme with a view to bringing a more consistent approach across all of our staff. The Senior Leadership Team, Teachers, Teaching Assistants, Admin Officer and Midday Supervisors were all in attendance.

Following the initial session it became apparent that there were two groups of staff: those who had always used a form of emotion coaching in their approach to behaviour and those it was new to. Staff who had always used this approach found that they became more aware of using it and began to use it more frequently. They also reported a new confidence that this approach was effective. EYFS Staff in particular have reported regular use and have seen improvements in children's understanding of their emotions.

As a PSHE team we felt that staff for whom it was a new concept found it more difficult to incorporate into behaviour management. We felt that everyone would benefit from a small laminated script to attach to their lanyards to help remind them of the 3 main

stages. The following cards were produced and handed out at the second full-staff resilience training in January 2013.

<p style="text-align: center;"><u>Emotional Literacy Scripts</u></p> <p style="text-align: center;">STEP1: Recognise, understand, validate and LABEL the feeling:</p> <p>'I can see that you are (angry). I would be (angry) if that happened to me'</p> <p>OR 'I understand why you are (angry)'</p> <p>MAYBE 'Tell me what happened.'</p> <p style="text-align: center;">STEP2: Set limits on behaviour (if needed)</p> <p>'However, you have chosen to and that is unacceptable because.....'</p> <p style="text-align: center;">STEP3: Problem solve with the child</p> <p>'What could you do differently next time? Why?'</p> <p style="text-align: center;">angry frustrated upset sad excited scared</p>
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Case Study

Whilst it is extremely difficult to attribute any particular instance or approach to a successful social and emotional 'turnaround' in a child, we have noticed a significant improvement in the attitude and behaviour of one particular Year 6 child since the consistent use of the scripts have been adopted.

This particular child had severe difficulties in coping with failure, had very low self-esteem and used to run out of lessons regularly when he found work challenging. He often displayed bouts of violent anger and could take hours to coax back into class.

Social and emotional intervention sessions had proven very difficult as he finds his emotions very difficult to acknowledge and talk about.

However, the consistent verbalisation of his feelings and acknowledgement of their validity has had a positive effect on the amount of time it takes him to return to class. We have also noticed a greater resilience in dealing with situations that don't go his way. Whereas he would normally give up and flee the classroom, he is beginning to 'bounce back' and carry on.



Staff, as a whole, seem to have embraced the approach and are supportive of the positive impact that it can have.

Our next steps are:

- to begin to train our School Peer Mediators to use the approach where it is appropriate within their role in the playground,
- to monitor staff use and the impact it has on severe behavioural outbursts.

Written for the Bath Spa University Emotion Coaching Project by the PSHE Co-ordinator

A12: Whole Setting Approach to EC Secondary school

Rural 4: Secondary School's Emotion Coaching Journey

We were attracted to the project as it seemed to bring together a holistic approach to dealing with young people's emotions and behaviour across the town. In February 2011 all of our Learning Directors (Heads of Year) and pastoral staff, including SENCo and SEN staff attended the training. I think at this point we felt that, while the training was interesting, there was nothing new involved. The specifics of how the brain works was fascinating and explained a lot of what we felt was a common-sense approach to behaviour management.

However, when we came back into school and made a concerted effort to use the lines we had been given, and broke down our behaviour management into the steps, we began to talk in school about how it was actually helping. We were seeing real results in terms of 'talking down' students who were on the edge of 'exploding'. I personally experienced this in my own teaching. I had adopted a class after Christmas which was really challenging me as a new member of staff - one or two girls in particular. I had rung home, tried the 'scary eyes' and all my normal tricks but nothing was working so I decided to change tack. Instead of dismissing the anger I was encountering as being extreme or 'attention-seeking' I decided to validate it, and I began to explain how I would feel like that if I wasn't allowed to sit with my friends or do something I wanted to do. I felt quite liberated as I began to set limits within this framework and then come up with solutions with the pupils together. We began to understand one another and by the end of the term I think I had developed a good relationship with the students, which has actually continued this year even though I no longer teach them. It is relationship enhancing. I then decided to spread the word and we undertook to train our cover supervisors who also do a lot of 'call-out' duty and often meet students at their worst. They thoroughly embraced Emotion Coaching and I routinely hear it being used effectively outside classrooms. Next it was the turn of the Teaching Assistants. Emotion Coaching very much built on skills which were already being developed by this team and it was a natural progression in how they dealt with students.

To try and evaluate the impact that Emotion Coaching was having in school and to begin involving parents with the strategies our next step was to include EC as part of our Year 8 behaviour group. We invited parents into school for an initial meeting to talk about their sons - about how they were underachieving and how their behaviour was holding them back. We gave specific details to each parent about their child's behaviour profile and then explained that we would be using Emotion Coaching with their sons when we are dealing with poor behaviour. We outlined the principles and gave parents the scripts that they could use at home. Parents responded positively to this and welcomed any support offered. This group of boys were chosen as they were at risk of exclusion and had had internal exclusions in Year 7. Since we have run this course, attendance levels have generally improved and the total drop in numbers of internal exclusions - from 21 to 13 - and call outs - from 84 to 36 - shows real improvement.

<u>Internal exclusions:</u>	<u>2010/11</u>	<u>2011/12</u>	<u>Call outs</u>	<u>2010/11</u>	<u>2011/12</u>
Young Person 1	6	5	Young Person 1	23	20
Young Person 2	4	1	Young Person 2	9	3
Young Person 3	5	5	Young Person 3	15	6
Young Person 4	0	1	Young Person 4	12	2
Young Person 5	2	1	Young Person 5	16	3
Young Person 6	4	0	Young Person 6	9	2

The call out data for 2010/11 is from September to March so this improvement is actually more dramatic. This data surprised us and helped us to realise that this more than just anecdotal improvement; the gut reaction that students were improving was based on fact. All of the boys have been far more articulate in discussing their behaviour and how it affects not just themselves but those around them.

On 25 June, we launched a new behaviour strategy in school. Until now, detentions had been done centrally supervised by Senior Leadership Team, with nothing restorative as students sat in silence in the hall for twenty minutes at lunchtime. Most staff wanted something more restorative and to facilitate this we decided that Emotion Coaching would be the ideal vehicle. We have long had a tradition of using Restorative Justice, but Emotion Coaching with its three simple steps of validating, limit setting and solution finding provided a framework for discussions between students and teachers. I went through the principles of EC with all staff and then gave staff the opportunity to role play situations using the scripts as a back-up. We begin our new behaviour strategy on 2 July. Watch this space!

Written for the [REDACTED] Emotion Coaching Project by the [REDACTED]

A13: Mapped research findings, interview questions and guiding research study questions

Doctoral Research interest	Semi-structured interviews	Research Findings: inductive analysis of transcripts using Constructionist Grounded Theory suggested/created:	Core Category
Initial Research Questions	Guiding Questions	Informing Focus Codes	Relevant Conceptual Categories
What is the EC experience for practitioners using EC in settings?	A1, B3, B4, C1, C2, C3, C4, C5, C6, C7 E1, E2, E3, E4, E5, E6, E7 F1, F2, F3, F4 G2, G3	The EC premise EC Training EC Networks Engaging with emotion Recognising relationships Personal and professional selves Emotional imagery	Emotional journeying Structuring Emotional identities
How does EC influence practitioners' response to emotional and behavioural situations in settings?	B1, B2, B3, B4, C3, C4, C5, C6, C7 D1, D2, D3, D4 E2, E3, E4, E5 F3, F4 G1, G2	Engaging with emotion Recognising relationships Personal and professional selves Emotional imagery Home/setting divide Educational agendas Setting emotions and behaviours	Structuring Emotional identities Positioning educational settings
What evidence is there of personal and professional practice change resulting from using EC in their working practice?	B2, B3, B5 C5, C6, C7 D2, D5 E3, E4, E6, E7 F3 G1, G2, G3	Adopting and adapting practice EC as a technique or tool EC as an approach EC as a tool/technique and approach EC child focussed goals EC adult focussed goals EC shared focus goals Dilemmas, limitations and barriers	Building emotional toolkits
Mapping the inductive research findings with relevant interview questions to inform the discussion of the initial doctoral research questions			

A14: Written feedback on Model of Emotion Coaching Engagement (MECE) and Emotion Coaching Spectrum of Practice (ECPS):

1. Director: Wellbeing Classroom Community Services and Training Team, Australia

- In relation to the MECE

"as a team, your model of adoption or non-adoption of EC, or more broadly Social & Emotional Learning (SEL), by educators and practitioners directly reflects our daily experience in working with schools and communities. The team have been using the flowchart as an assessment tool of educators and practitioners prior to commencing support and during to reassess needs".

"it has been incredibly useful and insightful to pair the flowchart with an exploration of a practitioner's known narrative to evaluate similarities and difference to inform group implementation strategies".

- In relation to the ECPS

"This seems to allow conversation within a school or community around the spectrum of EC and SEL use and the discourse of control and welfare, which in turn seems to allow those who had previously been on the opposite side of the flowchart to move towards accepting there may be benefit and start their own, albeit slow, AAAS journey".

- In relation to EC in Settings

"schools and communities have had so many programs thrown at them that require significant time or resourcing, that they have almost become a burden. Therefore, they are incredibly appreciative of EC as an approach or framework for communicating with children and adults. They understand and believe in the idea of EC becoming a way of being, a culture, within their daily practice and where possible the school community".

"In summary, as a team, we believe that your thesis proposal and accompanying concepts speak directly into our practice and can see immense benefit to its further exploration, and look forward to doing so".

1. Director: Wellbeing Classroom Community Services and training team

- *In relation to the MECE*

"as a team, your model of adoption or non-adoption of EC, or more broadly Social & Emotional Learning (SEL), by educators and practitioners directly reflects our daily experience in working with schools and communities. The team have been using the flowchart as an assessment tool of educators and practitioners prior to commencing support and during to reassess needs".

"it has been incredibly useful and insightful to pair the flowchart with an exploration of a practitioner's known narrative to evaluate similarities and difference to inform group implementation strategies".

- *In relation to the ECPS*

"This seems to allow conversation within a school or community around the spectrum of EC and SEL use and the discourse of control and welfare, which in turn seems to allow those who had previously been on the opposite side of the flowchart to move towards accepting there may be benefit and start their own, albeit slow, AAAS journey".

- *In relation to EC in Settings*

"schools and communities have had so many programs thrown at them that require significant time or resourcing, that they have almost become a burden. Therefore, they are incredibly appreciative of EC as an approach or framework for communicating with children and adults. They understand and believe in the idea of EC becoming a way of being, a culture, within their daily practice and where possible the school community".

"In summary, as a team, we believe that your thesis proposal and accompanying concepts speak directly into our practice and can see immense benefit to its further exploration, and look forward to doing so".

2. Training Director: Organization involved in trauma practice Training and integral to the Attachment Aware Schools Project

- In relation to the MECE

"The power point presentation is great. I particularly like the EC Model of Engagement and the inclusion of community settings, not only educational. I think that this is also reflected in the use of Bronfenbrenner's ecological model which is something we use in **CCA** to talk about building community resilience around vulnerable children. It's really helpful to see that EC is not just something that should be focused within the practice of one person - it really is a way of being that is both a personal journey but that has the potential to affect the whole community if it is used by the majority of that community. Also, the complexity of the meta-emotion philosophy is often, I feel, the fulcrum of change. If there are enough people within a setting who are willing, able and who feel safe enough to be vulnerable and have in-depth personal reflection upon their own emotional worlds, this enables change in both the professional and personal practice. I guess it's those thoughts and ideas around our own reactions to emotions which enable a person to challenge the discourse of control".

- In relation to the ECPS

"So, I think that we are back to the importance of safety and a big question is how safe professionals feel to discuss/reflect on such things in their working environment. Teaching is such a personal thing, isn't it? It's a craft that's honed and changed and crafted and EC is a big deal because we are asking professionals to consider not only how they relate to children and young people, but to think about who they are when they do so. That's a massive ask".

3. Anonymous participant on EC UK Training weekend for practitioners

- In relation to MECE and ECPS

EC training weekend: July 2017. Training for practitioners who are already trained in EC but want to run their own training in Settings. One practitioner commented on the course evaluation, they liked "Louise Gilbert's brilliant models".