Mindful Emotion Coaching

Audio podcast with Dr Sarah Temple and Lucy Beney covering additional questions from the ACAMH webinar.

www.mindfulemotioncoaching.co.uk

sarah@ehcap.co.uk

©EHCAP Ltd 2023
Scenario Four

- Emma - an 18 year old woman self-describes as a middle income person who just started University and is finding it difficult to make new friends and to manage the workload.
- Presents with increasing daytime fatigue, lack of motivation, concerns about her general health including difficulty with relationships (frequent arguments with close friends and family), difficulty falling asleep and binge eating.
- ‘my brain doesn’t let me focus on anything’
- She thinks she may be suffering from ‘post viral fatigue’ after an influenza infection or ‘depression’
- No current suicidal ideation but has had in the past
- Father has a history of major depression
- Remembers her parents as being unavailable emotionally
- Describes herself as a ‘sensitive child’

Mindful Emotion Coaching

- Engage mindfully with compassion
- Explain the science of stress
- Explain our adaptation of Dan Siegel’s Hand Model and Dan Siegel’s River of Wellbeing
- Talk about different relationship styles – emotion dismissing, emotion disapproving, emotion coaching and laissez faire
- Normalize access to mental health support
- Share access to learning resources

Adapted from a paper in the Lancet pub Feb 21, 2023  https://doi.org/10.1016/S2215-0366(23)00006-8
Scenario Four

Emma was able to engage with Mindful Emotion Coaching as an approach but continued to struggle with her friendship group, sleep pattern and workload. Her emotion regulation improved with weekly coaching but remained a significant problem in terms of her wellbeing and she quickly slipped back into feeling a lack of motivation once the coaching became less regular.

Any of the following may make it more difficult for people to notice their lid is flapping and manage stress:

• mental health difficulties
• physical health difficulties
• experiencing trauma as an adult
• being neurodivergent
• experiencing trauma as a child
• significant bereavement
• being separated from family and friends
• loss of an income

©EHCAP Ltd 2023
Scenario Four

For most of the Family Support Workers and Social Prescribers we train as coaches this is the point at which they would seek support either through their supervisor or service lead.

An advanced level Mindful Emotion Coach – in this case a safeguarding lead- then met with Emma for a more detailed conversation about any risk factors that might make it more difficult for her to emotion regulate including the possibility that she had experienced a toxic stress response in utero, as a baby or very young child.

In this case it was felt likely that Emma had some brain architectural differences linked to a probable early toxic stress response. In addition throughout childhood she had experienced interpersonal co-regulation of distress within her family home through her parent’s marital break down as well as the impact of the difficulties her father had had managing his depression. She recognized the possibility of her having a genetic predisposition to depression. In conversation she was able to understand how these aspects of herself could make her more vulnerable than others to the stresses of university life including uncertainty, new social connections, fear of failure.
Scenario Four

- Emma realized that her experiences of anxiety and lack of motivation were extending into social withdrawal and binge eating and contributing further to her distress.

- Mindful Emotion Coaching had given her self-understanding and coping strategies that meant she was able to move away from self-judgement into self-compassion and kindness. The opportunity to pause, reflect and hold informed conversations enabled her to further understand herself and make a choice to engage with therapy through Talking Therapies as well as consider the possibility of trying an anti-depressant.

- The graphs on the next slide are an attempt to describe this in an image.
Personalising management of stress levels over first 3 months at university – neurotypical students

Student A - experienced a toxic stress response in utero or first 3 years of life and is not accessing emotion validating relationships – risk of emotional break down

Student B - experienced a toxic stress response in utero or first 3 years of life and is accessing emotion validating relationships through regular interaction with a coach or other – able to manage self more effectively than student A

Student C did not experience a toxic stress response in utero or first 3 years of life and is accessing emotion validating relationships through friendship groups and universal university provision
Personalising stress levels over first 3 months at university – genetically neurodivergent students

Student D is genetically neurodivergent, experienced a toxic stress response in utero or first 3 years of life and is not accessing emotion validating relationships – risk of emotional breakdown is increasing.

Student C is genetically neurodivergent, did not experience a toxic stress response in utero or first 3 years of life and is accessing emotion validating relationships through friendship groups and universal university provision.

Student E is genetically neurodivergent, experienced a toxic stress response in utero or first 3 years of life and is accessing emotion validating relationships through regular interaction with a coach or other – able to manage self more effectively than student A.

©EHCAP Ltd 2023
Trauma informed, person centred care

- Tune In – pause and manage own stress levels and emotions
- Connect with emotions and feelings using a coaching approach
- Accept the moment and see as an opportunity for change
- Reflect – facilitate reflection
- End stage- problem solve and boundary set at the end - once connected and working together
Trauma informed, person centred care

- Education about positive, tolerable toxic stress response

- Use psycho-education tools to strengthen emotion literacy
  - adaptation of Dan Siegel’s Hand Model and
  - River of Wellbeing

- Problem solving together:
  - Mindful exercises including knitting, crocheting, Lego, juggling, unicycling, swimming, colouring, meditating, gardening
  - Counselling/therapy/EMDR
  - Safety and wellness plan
Resources for schools

- **ELSA (Emotion Literacy Support Assistant)**
- **Skylark Learning** – alpiri22 for discounts
- **Tuning in to Teens** Prof Sophie Havighurst
- **Facts for Life**
- **SEEN Project Oxford** [https://www.psych.ox.ac.uk/research/seen](https://www.psych.ox.ac.uk/research/seen) linked with [www.oxfordbrainstory.org](http://www.oxfordbrainstory.org)
- **KCA Training**
- **Emotion Coaching UK**
- **Emotional Logic**
Our resources

www.mindfulemotioncoaching.co.uk

- free e-book ‘All emotions are OK’
- coaching programme workbook
- e-learning modules
- WhatsApp Learning Community
- learning pods
- team coaching/ supervision
- shared resources