Doctorate in Professional Educational, Child and Adolescent Psychology

Programme Director: Vivian Hill

UCL Institute of Education

Doctorate in Professional Educational, Child and Adolescent Psychology

Exploring the facilitators and barriers to implementing Emotion Coaching following whole-school training in mainstream primary schools

April Romney

Declaration

I, April Romney confirm that the work presented in this thesis is my own. Where information has been derived from other sources, I confirm that this has been indicated in the thesis.

Word count (exclusive of references and appendices): 37,332.

Acknowledgements

Abstract

Background: Emotion Coaching is a relational approach to supporting social and emotional development, promoting relationships and supporting behaviour. Initial research into its use in educational settings has shown promising results. However, there are concerns about the extent to which Emotion Coaching has been implemented in primary schools that have been trained in the approach.

Aims: This research sought to examine the implementation of Emotion Coaching in primary school settings further. First, the research examined the extent and ways in which Emotion Coaching was considered useful to school staff. Second, it explored the factors that were perceived to act as facilitators and barriers to effective implementation.

Method: This pragmatic research used a sequential two-phase design. Phase 1 involved an online questionnaire for staff (n=40) across six primary schools which explored their views of Emotion Coaching. The second phase involved a more detailed examination of Emotion Coaching in two case study schools. Semi-structured interviews (SSIs) were conducted with staff from a range of roles in each school, including head teachers, to undertake a detailed exploration of their views of Emotion Coaching and its implementation.

Results: The results revealed that staff overwhelmingly thought that Emotion Coaching was a useful approach for professionals. Thematic analyses undertaken separately for each school revealed that staff were finding Emotion Coaching useful in a range of situations and perceived it to be having a positive effect on children. Key facilitators to implementation included quality training, a school ethos where wellbeing was central and an actively engaged senior leadership team (SLT). A key barrier to implementation was the pressure faced by school staff due to time constraints and curriculum demands. However, it is acknowledged that all the results should be interpreted with caution given the potential positive bias in the sample of participants who opted to take part.

Conclusions: Educational Psychologists (EPs) have an important role in providing quality training and implementation support for those trained in Emotion Coaching. SLTs in primary schools should actively commit their staff to using the approach following training.

Wider policy decisions which prioritise wellbeing would facilitate the implementation of the approach further.

Impact Statement

This pragmatic research explored staff perceptions of the Emotion Coaching approach and its implementation in mainstream primary schools. Almost all the schools that had been trained in the researcher's placement local authority (LA) were mainstream primary schools, demonstrating the relevance of understanding the implementation of the approach in these settings. This understanding can help contribute towards more effective implementation of Emotion Coaching in the future.

This research has implications for EPs in the way that they train and support schools with the Emotion Coaching approach. Training should be underpinned by theory and this should be explicitly shared with trainees. The skills involved in Emotion Coaching should be modelled for trainees and there should be opportunities for them to practice skills during the training session so that they feel prepared to start using what they have learnt following their training. When negotiating the time required for training, EPs should bear these factors in mind and ensure that there is enough time for each of these aspects in the training sessions.

The findings also show that it may be beneficial for EPs to be involved with supporting and coaching trained staff in schools following initial training and during the early stages of implementation. This would enable staff to identify challenges they face, problem-solve and develop their skills with the support of those who have knowledge and experience of the approach. EPs will have knowledge of other schools who are using Emotion Coaching and could put schools in touch with each other for peer support projects around implementation too. This would help more staff to develop their skills and confidence using the approach and help them to apply it more universally, as intended.

EPs can use their research skills to further study the implementation of the approach and develop a clearer picture of what the approach looks like in practice in schools. This knowledge, combined with the facilitators and barriers identified in this research, can be used to further support schools to implement the approach. Once the approach has been fully implemented in schools, impact evaluations can be conducted and contribute towards the evidence base of the approach.

The results of this research suggest that SLTs in schools should actively commit staff to the implementation of Emotion Coaching following whole-school training. A simple strategy like giving staff prompts for the back of their lanyards can be effective, as can a more comprehensive strategy like integrating the approach into policies in the school. Findings around SLTs actively supporting implementation may also be applicable to other approaches and areas of CPD beyond Emotion Coaching.

Finally, the findings from this research concerning the pressures school staff face that make it difficult for them to implement Emotion Coaching has implications for policy makers. School staff are expected to support the holistic development of children and their mental health and wellbeing. However, this research has shown that the school curriculum and accountability measures lead to pressures on school staff which prevents them being able to prioritise and implement an approach like Emotion Coaching. If schools are to play an active role in supporting good mental health and wellbeing, then the importance of wellbeing as well as cognitive and academic development needs to be formally recognised. This would enable staff to dedicate more time to developing their skills and supporting other areas.

Contents

List of Tables

List of Figures

List of Appendices

Glossary of Terms and Abbreviations

ADHD – Attention deficit hyperactivity disorder

BCS – British cohort study

CPD – Continuing professional development

DfE – Department for Education

DoH – Department of Health

EC – Emotion Coaching

ECUK – Emotion Coaching UK

Emotion coaching style – accepting uncomfortable emotions as normal and using emotional moments as opportunities to offer children guidance about emotions and how to manage them.

Emotional competence – emotional expressiveness, knowledge and regulation.

Emotion disapproving style – being critical of displays of uncomfortable feelings and reprimanding or punishing children for emotional expression.

Emotion dismissive style – disregarding, ignoring or trivialising children's uncomfortable emotions.

EP – Educational psychologist

EPS – Educational psychology service

INSET – In-service training

LA – Local authority

Laissez-faire style – Accepting children's emotions and empathising with them but failing to offer guidance or set limits on their behaviour.

Meta-emotion philosophy – An organised set of feelings and thoughts about one's own and other people's displays of emotion.

Parental meta-emotion philosophy – An organised set of feelings and thoughts about one's own and one's children's emotions and displays of emotion.

PATHS – Promoting Alternative Thinking Strategies

RQ – Research question

SAFE – Sequenced, active, focused and explicit

SENCo – Special educational needs co-ordinator

SEND – Special educational needs and/or disabilities

SEL – Social and emotional learning

Social competence – The ability to interact and form relationships with others.

SSI – Semi-structured interview

TA – Teaching assistant

1   Chapter 1 – Introduction

1.1   The Research Context

Concern for the mental health and wellbeing of children and young people is on the rise with one of the most recent World Mental Health Days focused on this area (World Health Organisation, 2018). Sadly, there is research evidence here in the UK which warrants concern for the mental health and wellbeing of children and young people. For example, recent Good Childhood Reports (The Children's Society, 2018; 2019) have consistently identified that although children's happiness had been steadily increasing for 15 years between 1995 and 2010, this trend has now been reversed and children's wellbeing is now as low as it was two decades ago. Research has also identified that diagnosable mental health problems have increased from affecting one in ten children and young people (Green et al., 2005) to one in eight (NHS Digital, 2018). Although the difficulties associated with defining and measuring concepts like 'mental health' and 'wellbeing' mean caution needs to be exercised when considering issues around prevalence (e.g. Furedi, 2017; Morrow & Mayell, 2009) few would argue against the position that there should be a focus upon the prevention of difficulties rather than treating problems (Department for Health and Social Care (DHSC), 2018; Gunnell et al., 2018). Given that half of all mental health difficulties arise before the age of 14 and 75 percent by the age of 24 (Kessler et al., 2005) it could be argued that prevention is particularly pertinent to younger age groups.

The value of schools and other educational provisions in promoting mental health and wellbeing has been recognised for a number of years (e.g. Department for Children, Schools and Families (DCSF), 2007; DfE, 2014; DfE, 2018). A key message from several reviews of the literature is that the most effective approaches involve multiple components or whole-school communities (Lister-Sharpe, 1999; Weare & Gray, 2003; Wells et al., 2003) rather than single component, isolated programmes e.g. only a classroom-based programme. Universal social and emotional learning programmes have been central to previous national school prevention initiatives in the UK (e.g. Social and Emotional Aspects of Learning) and are still central in the USA (e.g. Collaborative for Academic, Social and Emotional Learning). Several large-scale reviews have highlighted the efficacy of targeting social and emotional skills to prevent mental health difficulties and

enhance wellbeing (Durlak et al., 2011; Taylor et al., 2017; Wells et al., 2003). Relationships in schools have also been consistently linked to mental health and wellbeing. The current research explored a whole-school approach to enhancing social and emotional skills and promoting positive relationships known as Emotion Coaching which is both a technique and a philosophical approach to emotions (Gus et al., 2015).

1.2 Emotion Coaching

Emotion Coaching has emerged from the work of John Gottman and his colleagues around parenting practices in the US (Gottman et al., 1996). They identified a new and discrete aspect of parenting style known as 'parental meta-emotion philosophy' which refers to an organised set of feelings and thoughts about one's own and one's children's emotions and displays of emotion (Gottman et al., 1996). A parent's meta-emotion philosophy can affect the way they respond to their children's emotions and several studies have investigated the links between a parent's meta-emotion philosophy and their children's social and emotional competencies, as well as other aspects of child development. In Gottman et al.'s research they identified parents that give their children guidance about the world of emotions (coaching style) and those that do not (dismissive, disapproving or laissez faire styles). A parental emotion coaching style, which is characterised by awareness, validation and guidance about emotions, has been shown to lead to improvements in three key aspects of emotional competence in children including awareness, expression and regulation (Katz et al., 2012). Emotional competence is known to predict social adaptation (Denham et al., 2003), lower risk for problematic internalising and externalising behaviour in young children (Eisenberg et al., 2001), and has been linked to academic outcomes (Trentacosta et al., 2007). It is also thought to be a precursor to social competence (Denham et al., 2003) which has been shown to predict outcomes such as dropping out of school, criminality and substance use (Jones et al., 2015; Parker & Asher, 1987).

Researchers have demonstrated that parenting interventions which seek to increase emotion coaching philosophies and practices can have a positive impact on children's social and emotional competencies and behaviour (e.g. Gottman & Declaire, 1997; Havighurst et al., 2010). As a style of communication and interaction which can be increased through interventions, it has been argued that research into Emotion Coaching

should be extended beyond parents to other significant 'emotion socialisation agents' including teachers (Katz et al., 2012). As children spend a significant proportion of their time in school interacting with adults other than their parents, it is likely that these interactions also have an impact upon children and young people's development.

In the UK, evidence for the application of emotion coaching philosophies and practices by professionals is beginning to emerge and initial findings suggest that Emotion Coaching warrants further investigation. Evaluations have suggested that when staff in schools implement Emotion Coaching it can help children and young people to regulate their emotions and promote better teacher-pupil relationships (Gus et al., 2017; Rose et al., 2015).

1.3   The Current Research

Although knowledge about the impact of programmes and approaches is important, in complex organisations like schools, exploring how an intervention or programme is implemented is as important as measuring outcomes (Kilerby & Dunsmuir, 2018). Also, without a sufficient level of implementation, measuring outcomes is not appropriate as it is not clear what the outcomes measured are attributable to. In the LA in which this research took place several schools in the county had received training in Emotion Coaching in a variety of forms, but it was recognised anecdotally that the level of implementation was low. As there was a limited understanding about the implementation of Emotion Coaching, the current research took a pragmatic epistemological approach to address this gap in our knowledge. Specifically, this research explored the perceptions of staff about the Emotion Coaching approach, as well as factors which supported the implementation of Emotion Coaching and what barriers there were. Developing this understanding is crucial for EPs to inform future training and support for schools and also to enable future evaluations of the approach following full implementation.

1.4   Overview of the Thesis

Chapter 2 of the research provides a critical review of the literature relating to mental health, wellbeing, social and emotional competencies, Emotion Coaching, training transfer and implementation. The rationale for the research is developed throughout the literature

review and the research questions conclude the chapter. Chapter 3 explains the methodology that the research employed and why. It gives an account of each phase of the research separately, including ethical considerations, participants and recruitment, questionnaire/SSI development and procedures. This chapter also gives an account of the approach to data analysis, including the steps taken to ensure quality data were collected. In Chapter 4, the results from the questionnaire are presented before an account of each case study school including an integration of the SSI data, the questionnaire data and training details. The case study schools are also contrasted and compared. In Chapter 5, the results are discussed in light of the contributions of this research and the implications of the findings for EP practice. Limitations of this study and suggestions for further research are also explained.

2   Chapter 2 – Literature Review

This literature review begins with a discussion about mental health and wellbeing to help define key terms and position this research within current debates in education and wider policy in the UK. It then moves on to focus on social and emotional competencies and relationships which are targeted by Emotion Coaching and central to mental health and wellbeing. The literature around Emotion Coaching is reviewed with a focus upon the research into the use of Emotion Coaching by professionals. Gaps in our knowledge about the implementation of Emotion Coaching are identified and an argument for the focus of this research is made. Literature relevant to training in schools, training transfer and implementation science is then reviewed to help develop the specific approach of this research and the research questions are stated.

2.1   Mental Health and Wellbeing

2.1.1   Mental Health or Wellbeing?

Since 1946 the World Health Organisation has defined 'health' as "a state of complete physical, mental and social wellbeing and not merely the absence of disease or infirmity" (WHO, 2014, p.1). Despite the definition's focus upon the presence of wellbeing, the term 'mental health' has traditionally been defined in terms of a lack of mental ill-health (Wells et al., 2003). Patalay and Fitzsimonds (2016) argue that research has tended to focus upon mental ill-health, even when it has claimed to focus on wellbeing.

It would seem that the terms 'mental health' and 'wellbeing' are often used synonymously and/or together to mean the opposite to mental ill-health whereas other conceptualisations of mental health have highlighted wellbeing as a factor *of* mental health (Department of Health (DoH), 2015). However, research has demonstrated that although the mental health and wellbeing constructs are related, they are not the same and mental ill-health and wellbeing are not simply opposite ends of a spectrum. For example, using data from the Millennium Cohort Study, Patalay and Fitzsimons (2016) found evidence that correlates of mental illness and wellbeing were largely distinct and concluded that it is important to consider the concepts separately to avoid conflation. Similar conclusions have been reached by a team of researchers in America. They found

that grouping young people (n=764) in to four distinct groups based on having high or low psychopathology (mental ill-health) and high or low subjective wellbeing led to a more comprehensive understanding of functioning. Results demonstrated the existence of a traditionally neglected group of young people (low subjective wellbeing and low psychopathology). As a result, they propose a 'dual-factor model' of mental health where subjective wellbeing and good mental health/ill-health are considered as separate constructs (Antaramian et al., 2010).

Wellbeing is arguably an even more complex construct than mental health and has been criticised for being an "open-ended, catch-all category" (Cameron et al., 2006, p.346) and "rather soft, vague and woolly…" (Weare, 2010, p.7). Some authors have suggested that the term is used interchangeably with 'happiness' and 'positive emotions' (Carlisle & Hanlon, 2007) and whilst there is a consensus that it is a positive term, there is little consensus about its definition. Morrow and Mayall's (2009) critique of a high-profile report into the wellbeing of children and young people in 21 economically advanced nations (UNICEF, 2007) which ranked the UK bottom for 'overall wellbeing', demonstrates the difficulties with both defining and measuring wellbeing, questioning the validity of the conclusions the authors draw. Dodge and colleagues (2012) emphasise the importance of defining the term wellbeing as interest in measuring it grows and argues that "current attempts at expressing its nature have focused purely upon dimensions of wellbeing rather than on definition" (p.1). However, it has been suggested that a strength of the construct of wellbeing is its multi-disciplinary nature (Huppert & Bayliss, 2004) which may stem from being an open-ended concept.

The UK What Works Centre for Wellbeing offer a definition based on the UK Office for National Statistics *Measuring National Wellbeing Programme* which has asked people in the UK what matters most to them: "Wellbeing, put simply, is about 'how we are doing' as individuals, communities and as a nation and how sustainable this is for the future" (What Works Centre for Wellbeing, n.d., p.1). They measure ten broad dimensions of wellbeing which clearly posit the notion in an ecological framework which Morrow and Mayall (2009) argue is essential for a comprehensive understanding of wellbeing.

With regards to children and young people The Children's Society have led research into their wellbeing with a focus upon capturing the views of children and young people themselves, known as subjective or self-reported wellbeing. They describe wellbeing as an umbrella term for the quality of people's lives and for the purposes of measurement they differentiate between subjective wellbeing, that is people's self-reports about how they feel their life is going, and objective wellbeing which typically involves measurements of health, education and poverty. Through their research since 2005 with thousands of children and young people, The Children's Society have developed a comprehensive child-centred approach to thinking about children and young people's wellbeing and a tool to measure subjective wellbeing known as the Good Childhood Index (The Children's Society, 2019).

2.1.2   *Working Definitions*

In this research the term 'mental health' will be used to depict psychological, social and emotional functioning and will be used in contrast to physical health. The term 'good mental health' will be used to refer to positive states of mental health where there are no additional mental health needs. 'Mental ill-health' will be used to describe states of mental health in which additional mental health needs are negatively impacting on a person's day-to-day functioning. In line with The Children's Society, this research will use the term 'wellbeing' as an umbrella term to describe children and young people's quality of life.

2.1.3   *The UK Mental Health & Wellbeing Context*

Since 2011 when the Department of Health published *No Health without Mental Health* (DoH, 2011) there has been an increasing focus upon mental health (or perhaps more accurately mental ill-health) in the UK. Mental health was given 'parity of esteem' with physical health in the Health and Social Care Act (2012) which afforded mental health the same status that physical health has had in the past. Since that time an increasing amount of attention has been given to the mental health of children and young people and the mainstream perception is that mental ill-health is on the rise. This view is supported by national research which has found that diagnosable mental health problems have increased from affecting around one in ten children and young people (Green et al., 2005) to around one in eight (NHS Digital, 2018). Gunnell et al. (2018) also discuss how

adolescent mental health is in 'crisis'. However, Furedi (2017) argues that perceived increases in mental ill-health among children and young people are the result of social and cultural processes which are increasingly medicalising normal childhood experience, rather than a true rise in mental ill-health. There is also an argument that, at least in part, these trends could be explained by efforts to reduce stigma and the start of a cultural shift that supports disclosure. However, it is unlikely that these factors alone account for the increased levels of distress that are reported (Kousoulis & Golide, 2018).

Whether or not mental ill-health among children and young people has increased, there are strong arguments which support the need for prevention efforts which promote good mental health and wellbeing. The Department for Health and Social Care (DHSC, 2018) has recently set out its commitment to prevention strategies as a way to address the physical and mental health of the population. There are strong economic, moral and social reasons to move towards preventing mental ill-health among children and young people (DoH, 2015), especially given that half of all mental ill-health conditions arise before the age of 14 and 75% by the age of 24 (Kessler et al., 2005). However, despite recent efforts from the government to 'transform' mental health provision for children and young people (e.g. DoH, 2015; DoH & Department for Education (DfE), 2017), these plans have paid too much attention to treating mental ill-health when it occurs rather than preventing problems arising in the first place (Education & Health and Social Care Select Committees, 2018; Gunnell et al., 2018).

The value of schools and other educational provisions in promoting good mental health and wellbeing has been recognised for a number of years (Department for Children, Schools and Families (DCSF), 2007; DfE, 2014; DfE, 2018). One key area which has been central to previous national school prevention initiatives in the UK are social and emotional learning programmes (e.g. Social and Emotional Aspects of Learning (SEAL)) and they are still central to prevention programmes in the USA (e.g. Collaborative for Academic, Social and Emotional Learning). Emotion Coaching aims to develop social and emotional skills and the next section of the review will consider social and emotional competencies in more detail and their relationship to mental health and wellbeing.

2.2   Social and Emotional Competencies

2.2.1   *What are Social and Emotional Competencies?*

Social competence and emotional competence have often been grouped together in the literature and there is now a body of research which defines and studies them as a single construct. For example, Elias et al. (1997) quoted in Weare and Gray (2003) offer a single definition:

> "Social and emotional competence is the ability to understand, manage and express the social and emotional aspects of one's life in ways that enable the successful management of life tasks such as learning, forming relationships, solving everyday problems, and adapting to the complex demands of growth and development" (p.17).

However, Denham et al. (2003) point out that although social and emotional competencies are highly related, they are still separate constructs and their research suggests that emotional competence: that is emotional expressiveness, knowledge and regulation, is a prerequisite to social competence: the ability to interact and form relationships with others. These definitions will be adopted here and although it is recognised that social and emotional competencies are separate constructs, much of the literature relevant to this discussion groups them together.

2.2.2   *Why are Social and Emotional Competencies Important?*

The importance of developing social and emotional competencies is well documented and Goleman (1996) convincingly argues that social and emotional competencies are more important than cognitive abilities for determining success. Exactly what 'success' means will vary between individuals but there is empirical research which shows that 'adult life satisfaction', arguably a meaningful proxy for success, is more powerfully predicted by social and emotional skills than by cognitive ability (Layard et al., 2014). This research explored data from the British Cohort Study (BCS) where children born in the 1970s were studied at age 5, 10 and 16 for various outcomes up to age 34. This research found that a child's emotional health was the most powerful childhood predictor of adult life satisfaction at age 34 and that childhood cognitive ability was the least powerful predictor of later life satisfaction.

Other research also supports the importance of social and emotional competencies. Evidence from a comprehensive review of academic research into social and emotional skills by Goodman et al. (2015) concluded that there was a "significant body of literature showing the long-term importance of (social and emotional skills)" (p.8). They set out social and emotional skills to include self-perceptions and self-awareness; motivation; self-control and self-regulation; social skills; and resilience and coping. In their own analysis of BCS data Goodman et al. found that children "with better social and emotional skills on the whole have better mental health" (p. 52).

In another example, a longitudinal study by Jones et al. (2015) explored the relationship between teacher perceptions of social competence in Kindergarten and key adult outcomes 13 to 19 years later. They controlled for several variables including gender, race, number of parents in the home, socioeconomic status, early childhood aggression and early academic ability. Their results found statistically significant positive correlations between early social competence and educational achievement and employment. There were negative correlations between early social competence and criminal activity and substance use. The authors claim to have found correlations between mental ill-health and social competence but the only measure with a significant association was the number of years on medication for emotional or behavioural issues through high school which is arguably not a valid indicator of mental ill-health. However, a lack of social competence, emotional difficulties and interpersonal problems have also been identified as a risk factor for mental ill-health elsewhere in a review by Greenberg et al. (2001) suggesting that there is likely to be a link.

In conclusion, a wealth of literature has identified associations between better social and emotional competencies and improved mental health and wellbeing outcomes in later life. Whilst it is always difficult to move from association to causation, a range of factors that could have led to the positive outcomes had been controlled for in many of these high-quality studies. This gives increased confidence that social and emotional skills lead to improved outcomes. Many of the studies are also longitudinal in nature which also adds weight to their conclusions.

The links between social and emotional skills, relationships and wellbeing are clear yet complex. The next section will outline how social and emotional competencies can support the development of positive relationships and discuss the evidence which highlights how important positive relationships are for our mental health and wellbeing.

2.3   Relationships and Wellbeing

2.3.1   Social and Emotional Competencies and Relationships

Social and emotional competencies are the foundation for developing positive relationships. Emotions are primary elements in social interactions throughout the lifespan and skill in regulating and expressing one's own emotions and in recognising others' emotions are central in successful social interactions (Halberstadt et al., 2001). This means that developing these skills are crucial to children's' ability to interact and form relationships with others (Denham et al., 2003). Research has found that children and young people who are perceived to have better social and emotional skills form more positive relationships with their peers (e.g. Lopes et al., 2005) and with their teachers (e.g. Mitchell-Copeland et al., 1997).

2.3.2   Relationships, Mental Health and Wellbeing

Developing positive relationships with others has been linked to a raft of positive outcomes and has been recognised as one the most important factors for our mental health and wellbeing:

> "The desire to belong is a basic human need, and positive connections with others lie at the very core of psychological development; strong, supportive relationships are critical for achieving and sustaining resilient adaptation" (Luthar, 2006, p. 780).

There are also several theoretical perspectives which emphasise the importance of social connections and positive relationships with others as a basic psychological need. Attachment theory, first developed by John Bowlby, is one widely accepted example and it is key to the way we understand the development of social and emotional competencies from early childhood. The theory highlights the importance of our early relationships with significant caregivers and the lasting impact these interactions have upon our development (Geddes, 2017). Through our early relationships, we form an 'internal working model' or blueprint for how we relate to others and form relationships with them

over the course of our lives (Gulliford & Miller, 2015). Self-determination theory (SDT) (Ryan & Deci, 2000) and Maslow's theory of human motivation (Maslow, 1943) both also stress the importance of relationships and posit relationships/connectedness as basic psychological needs which are crucial for our sense of wellbeing. Furthermore, SDT suggests that if our basic needs are not sufficiently met, mental ill-health will ensue (Ryan & Deci, 2000) and Maslow (1987) suggests that until people feel social connections with others they cannot go on to achieve self-actualisation which is to reach their full potential in life.

Empirical research supports the notion of the importance of relationships for good mental health and wellbeing. For example, in a large-scale survey of children and young people's wellbeing, Rees et al. (2010) conclude that the quality of a child or young person's relationships is strongly associated with their wellbeing. In other research Daniel and Wassell (2002) found that friendships and peer support buffered against stress and the effects of adversity and Lang and colleagues (2013) found that the effects of mental ill-health can be mediated by positive relationships between pupils and staff in school.

Unsurprisingly, it has been found that environments that enhance social and emotional competence and wellbeing are those that foster warm relationships (Weare & Gray, 2003). Relationships are central to the 'five ways to wellbeing', a set of evidence-based actions by the UK government and NHS as the five key ways in which a person can enhance their own wellbeing (Government Office for Science, 2008; NHS, 2018). 'Connect' is the first strategy and they suggest that connecting with people around you and investing time building quality relationships with others is a highly effective way to improve your wellbeing (New Economics Foundation, 2008).

In conclusion, there is a lot of evidence to suggest that social and emotional competencies are important and that they have a significant impact upon our ability to form positive relationships. Relationships, in turn, impact on our mental health and wellbeing. This research therefore supports the view that it is important to develop a balance of skills in childhood, including both cognitive and social and emotional skills. The final section of this

part of the review considers the most effective ways in which social and emotional competencies, relationships and wellbeing can be promoted in schools.

2.4   Promoting Social and Emotional Competencies, Relationships and Wellbeing

2.4.1   Universal and Targeted Programmes

Schools are one of the most effective agencies for promoting physical and mental health. They have become increasingly central to efforts to promote social and emotional learning and prevent mental health difficulties (Humphrey et al., 2013). Here in the UK a range of approaches have been taken to supporting children and young people's mental health and wellbeing including universal prevention programmes, early intervention and targeted support, sometimes known as the 'waves model' (Wolpert et al., 2013). Universal programmes are aimed at all children and young people whereas early intervention and targeted programmes are aimed at those who are experiencing early and more severe difficulties. There is no consensus about the exact balance that needs to be struck between universal and targeted programmes, but the evidence is clear that there has to be a balance rather than one or the other as the two approaches complement each another (Weare, 2010).

Universal and targeted social and emotional learning programmes have been central to previous national mental health and wellbeing initiatives in the UK (e.g. Social and Emotional Aspects of Learning (SEAL); Targeted Mental Health in Schools (TaMHS)) and are still central in the USA (e.g. Collaborative for Academic, Social and Emotional Learning). A comprehensive meta-analysis in the US examined the effectiveness of school-based universal social and emotional learning (SEL) programmes (Durlak et al., 2011). The meta-analysis comprised 213 studies and stringent inclusion criteria were applied, such as the need for studies to have used a control group. The research found that, compared to controls, there was a significant impact on all six outcomes explored for those who participated in SEL programmes (social and emotional skills, attitudes towards self and others, positive social behaviours, conduct problems, emotional distress and academic performance). Follow-up research extended this work to consider the longer-term effects of social and emotional learning programmes (six months post-intervention or longer) and found evidence of the beneficial impact (Taylor et al., 2017), adding weight to the

importance of these skills and the benefits of targeting them. However, the review distinguished between programmes that had a sequenced step-by-step training approach, used active forms of learning, focused sufficient time on skill development, and had explicit learning goals (they used the acronym SAFE: sequenced, active, focused and explicit) and those that did not. Programmes that met the SAFE criteria were found to have had a statistically significant impact on all six outcomes whereas those that did not only impacted on three outcomes (attitudes, conduct problems and academic performance). In those studies which reported on implementation (57%), implementation difficulties were also found to have moderated outcomes with more difficulties in implementation leading to less positive outcomes. In conclusion, these findings suggest that universal SEL programmes can be beneficial but that the nature of the programmes and their implementation is important.

Wells et al.'s (2003) smaller review of universal approaches to mental health promotion concluded that most of the studies showed at least some positive results, demonstrating that it is possible to have a positive impact on children's mental health through school-based universal programmes. They highlighted that the most successful interventions were more likely to be mental health-promoting programmes (as opposed to mental ill-health prevention) which were provided continuously over extended periods of time (a year or longer). They also found evidence, somewhat inconsistent to the results from Durlak et al.'s review, that programmes that involved only the implementation of a timetabled curriculum, were less likely to be effective.

Systematic reviews and meta-analyses have also indicated that targeted interventions can be effective in promoting positive outcomes for children and young people at-risk of or already experiencing mental ill-health (Wolpert et al., 2013). However, as with universal programmes, implementation and programme fidelity impacted on outcomes.

In summary, research has shown that structured programmes in schools, whether on a universal or targeted level, can effectively support children and young people to develop social and emotional skills and enhance their wellbeing. However, there is also evidence that the success of such programmes will depend on the whole-school climate and wider

curriculum where social and emotional skills and wellbeing are not seen as a separate issue or subject (Weare, 2010). In a damning critique of the SEAL programme, Craig (2007) also argues that teaching children about emotions through any sort of formal learning programme is not only ineffective but also potentially harmful. The next section therefore considers the whole school context and makes the case for approaches that go beyond classroom-based lessons on social and emotional skills.

2.4.2   *The Case for a Whole School Approach*

The principle that a person's development is strongly influenced by their context was formalised by Urie Bronfenbrenner in his influential *ecological system theory* (Bronfenbrenner, 1979) and later *bioecological model* (Bronfenbrenner & Ceci, 1994). These models can provide a helpful framework for conceptualising the influences of the many systems and contexts within which children and young people develop and highlights the need to look beyond individual children and young people and to the environments and systems with which they interact. For example, in their seminal review Weare and Gray (2003) find evidence that the school context is the largest determinant of the level of social and emotional competence and wellbeing of both pupils and teachers.

Based on their findings, Weare and Gray (2003) recommend a holistic approach to wellbeing which involves the whole school and they emphasise the importance of creating appropriate environments to enhance social and emotional competencies and wellbeing. This includes fostering warm relationships, encouraging participation, developing pupil and teacher autonomy, and fostering clarity about boundaries, rules and positive expectations. In a later review, Weare (2010) states that effective approaches are more likely to be multi-modal, integrated across the school and the curriculum, rather than seen as a separate issue or subject. Similarly, Lister-Sharpe et al. (1999) find evidence that programmes combining the three domains of curriculum, school ethos and environment were more likely to be effective than those which did not.

However, contrary to the findings outlined above and to one of their own hypotheses, Durlak et al.'s (2011) review found that multi-component programmes which supplement classroom programmes with school-wide components did not have any benefits over

single-component programmes. One potential explanation which they suggested was that multi-component programmes were more likely to have implementation difficulties and less likely to adhere to SAFE criteria which both affected outcomes. The fact that implementation difficulties can affect the outcomes of programmes highlights the need for research which specifically considers the implementation process as well as outcomes of programmes. However, consideration of implementation issues is not widespread practice. For example, in the context of Durlak et al.'s review only 57 percent of the studies reported implementation factors alongside outcomes. In the context of comprehensive whole-school initiatives, studying implementation is important as there are more likely to be difficulties than with single-component programmes but, at the same time, the implementation process is more difficult to study. These problems are central factors guiding this research into the implementation of Emotion Coaching and will be elaborated on in later sections.

2.4.3   Summary

The literature reviewed so far has highlighted the links between social and emotional competencies, relationships and wellbeing. It has been has argued that developing social and emotional skills and positive relationships are crucial to mental health and wellbeing. The case has been made that the school environment is an important factor influencing these areas.

The current research posits a whole-school Emotion Coaching approach to be an effective universal approach to help develop social and emotional competencies, relationships and wellbeing across the school community. The approach is in line with many of the findings regarding the most effective approaches including supporting social and emotional skill development and fostering warm, positive relationships in the school community which will be discussed in more detail below. As an approach which does not constitute a sequenced programme with any formal lessons about emotions, it also addresses concerns raised about formally teaching children about emotions (Craig, 2007).

Emotion Coaching is already being implemented in many schools across the UK. There are over 30 Educational Psychology Services (EPSs) across the UK who have received whole-

service training from Emotion Coaching UK (Emotion Coaching UK, 2019) with a significant proportion of these services offering training in Emotion Coaching to schools in their area. It is also a central feature of the Attachment Aware Schools project (Gus & Wood, 2017). This project has seen hundreds of schools across the country trained in Emotion Coaching as part of a wider strategy to promote nurturing relationships that support the social and emotional development, learning and behaviour of all children (Rose & Gilbert, 2017). In summary, Emotion Coaching is gaining traction and becoming increasingly popular, so it is important that this practice is rigorously evaluated by research to help understand the approach and its effectiveness. This review will now move on to explain Emotion Coaching and review the literature pertaining to its efficacy and use in educational contexts.

2.5   Emotion Coaching

2.5.1   *What is Emotion Coaching?*

Emotion Coaching is an approach that seeks to enhance social and emotional competencies and promote positive relationships. It is both a technique and a philosophical approach to emotions and it supports the relationship between children and key adults and their peers (Gus et al., 2017). It has emerged from the humanistic psychological paradigm (Maslow, 1943; Rogers, 1946) and it originated in the 1990s from the work of John Gottman and Lynn Katz among others in their work around parenting practices in the US (Gottman et al., 1996). During their work with families they identified that parents have different styles of responses to the display of emotion from their children characterised by different levels of empathy and guidance about the emotions. Emotion coaching parents recognise and accept their children's emotions and help them to find ways deal with them. Other parents do not offer guidance and support about the world of emotions. These parents can be categorised as either: dismissing parents - who disregard, ignore or trivialise negative emotions; disapproving parents - who are critical of their children's displays of negative feelings; or laissez-faire parents who accept their children's emotions and empathise with them but fail to offer guidance or set limits on their behaviour (Gottman & Declaire, 1997). Gottman and his colleagues found evidence to suggest that responses to emotions are based upon a parent's 'meta-emotion philosophy' which is an organised set of beliefs and thoughts about emotions and the

display of emotions. They identified links between parental meta-emotion philosophy, parenting styles and their children's ability to regulate their feelings (Gottman et al., 1996).

Broadly speaking, Emotion Coaching is comprised of two key elements: empathy and guidance (Rose et al., 2015). Figure 1 demonstrates the varying levels of each element in the four different styles. However, Gottman and his colleagues identified five specific steps that adults who coach emotions use with children:

1. Becoming aware of the child's emotion
2. Recognising emotions as an opportunity for intimacy and teaching
3. Listening empathetically and validating the child's feelings
4. Help the child find words to label the emotion she/he is having and
5. Set limits while exploring strategies to solve the problem at hand.

Gottman and his colleagues proposed, like others, that children's abilities to regulate their emotions underpin other competencies and they were especially interested in peer social skills (Gottman et al., 1996). They recognised the emotional complexity of operating in the peer group and suggested that one cannot competently manage these emotional demands unless emotional connections are important in the home.

Emotion Coaching signals a move away from more traditional behaviourist approaches which are based on the premise that behaviour can be controlled and modified via the reinforcement techniques of reward and sanction (Skinner, 1968). Instead, there is an
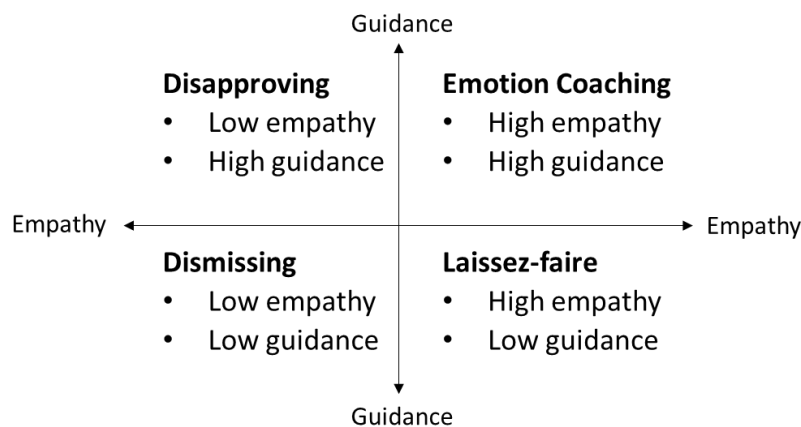
Figure 1: Empathy and guidance levels in meta-emotion philosophy styles

acknowledgement of the complexity of children's behaviour and a focus on internal factors, rather than external control (Rose et al., 2015).

2.5.2   *Theoretical Background of Emotion Coaching*

It is posited that Emotion Coaching has a positive influence on neurobiological and physiological development by helping to create the nurturing environments and supportive relationships which children and young people need for healthy development (Gus et al., 2015).

2.5.2.1   *Attachment*

As described in section 2.3.2 Bowlby's attachment theory posits the importance of our relationships with significant caregivers for our social and emotional development and the development of internal working models. These guide how we relate to others and form relationships throughout our lives. Attachment can be fostered by sensitive parenting and attunement (Cross & Kennedy, 2011) – that is a moment-by-moment awareness and consideration of a child's needs, emotions and intentions without becoming overwhelmed (Jarvis & Polderman, 2011). An Emotion Coaching style enhances adult's communication skills in relating effectively with children about emotions and behaviour (Gus et al., 2017), offering empathy and attunement to the child or young person, thereby strengthening their attachments and relationships.

2.5.2.2   *Polyvagal Theory*

Polyvagal theory (Porges, 2011) suggests that humans are adapted to continually scan their environments to anticipate both real and potential threats on an unconscious level. The ability to respond appropriately to stimuli in the environment and return to a normal resting state is known as vagal tone and having a balance between reactivity/arousal and soothing of this response system is thought to underlie appropriate, adaptive emotional and behavioural responses to demands in the environment (Gus et al., 2015). Our vagal tone is influenced by our genes, our experience and the environment we are in (Porges, 2011) and nurturing environments promote the development of good vagal tone because they offer appropriate sensory stimulation and a sense of security (Gus et al., 2015). Gottman and his colleagues' research (1996) showed that when children are regularly

emotion coached by their parents, they are more likely to establish good vagal tone and more able to regulate important brain and bodily functions.

2.5.3   *Emotion Coaching and Parenting*

Since differing parenting styles were first identified, many studies have explored the relationship between parenting styles and other key variables. The majority of this research has originated in the US and Australia and has largely been quantitative in nature. A body of research which supports the positive role emotion coaching practices can play in children's social and emotional development and behaviour comes from Sophie Havigurst and Katherine Wilson among others who have developed a group of parenting programme based on Emotion Coaching. The parenting programmes aim to promote emotion coaching philosophies and practices amongst parents with the expectation that the increased coaching of emotions will help to develop children's emotional competence and behaviour. Several randomised control trials have explored the impact of the programme (Havighurst et al., 2010; Havighurst et al., 2013; Wilson et al., 2012) and the results so far have pointed to the effectiveness of the programme.

2.5.4   *Emotion Coaching and Education Professionals*

In a review of Emotion Coaching research Katz et al. (2012) call for research which explores the contributions of 'emotion socialisation agents' other than parents such as teachers and peers in the development of children's social and emotional competencies. Children spend a significant proportion of their time in school interacting with staff and there is evidence that that these interactions have a significant impact on children's social and emotional development. For example, Merritt et al. (2012) found evidence for the contribution of teacher behaviours to students' social behaviours and self-regulatory skills, suggesting the importance of classroom interactions in children's acquisition of social and emotional competencies. Also, as outlined in an earlier section, Weare and Gray (2003) found evidence in their review that the school context is the largest determinant of the level of social and emotional competence and wellbeing of both pupils and teachers. Katz et al. (2012) quite rightly point to the positive evidence emerging from other school-based interventions to support their argument that teachers can have a significant impact on children's social and emotional competencies. Finally, Havighurst et al. (2015) extended

the use of Emotion Coaching principles from their interventions with parents into education settings and was able to demonstrate the benefit of this.

Taking up Katz et al.'s suggestion, Janet Rose, Licette Gus and Louise Gilbert among others, have pioneered the application of Emotion Coaching with professionals in the UK. They have founded *Emotion Coaching UK* who develop and provide training and consultancy in the use of Emotion Coaching in educational settings. Current approaches to behaviour in schools are characterised by a behaviourist rhetoric (e.g. DfE 2012, DfE, 2016) but, as outlined above, behaviourism focuses upon observable behaviour and does not take social and emotional needs into account (Reid, 2017). Emotion Coaching on the other hand recognises the importance of social and emotional factors in children's behaviour and there is a desire to understand how these factors drive behaviour (Gus & Wood, 2017). The basic premise underpinning the promotion of Emotion Coaching in educational settings is that 'emotions matter to learning' (Gilbert, 2017). The approach recognises that children who are socially and emotionally competent are better equipped to go on to achieve higher academic success than those who lack emotional regulation and social skills (Graziano et al, 2007; Rose et al., 2015).

Two studies into the effectiveness of the approach have been published so far and they provide support for the use of Emotion Coaching as a whole-school approach to developing social and emotional competencies and wellbeing. The first study, a mixed-methods pilot study, took place over the course of two years and provided the initial evidence of the potential of adopting Emotion Coaching in educational settings (Rose et al., 2015). The first year of the project involved staff from across four early years settings, five schools and a youth centre. The second year involved one secondary school and five primary schools. In each setting all of the staff were trained where feasible. Over the course of each year staff were trained in the theoretical background and steps of Emotion Coaching and began to implement Emotion Coaching in their settings. They also participated in four further 'booster' sessions where support was provided in the application of Emotion Coaching techniques. There were 127 participants in total and the majority of the data (80%) were drawn from staff from two secondary schools and nine primary schools.

One strength of this research was the longitudinal nature as full implementation of any programme or approach can take several years (Blase et al., 2012). Another strength of this research was that data were gathered in a variety of ways regarding the impact of Emotion Coaching training and use by professionals including: quantitative pre- and post-training questionnaires to examine differences in meta-emotion philosophy; focus group discussions to explore staff perceptions of how Emotion Coaching had effected their practice as well as possible benefits and challenges of applying the tool in practice; and 'exit questionnaires' completed by staff at the end of the second phase with both quantitative and qualitative elements to explore the universality of views expressed during focus groups. As this research pioneered the use of Emotion Coaching with professionals, the established meta-emotion philosophy questionnaires, which were designed for parents, were not appropriate for use with professionals. Therefore, for this research the authors developed a meta-emotion philosophy questionnaire for professionals based upon other established parental meta-emotion philosophy questionnaires. This meant that information about its reliability and validity were not available. The authors generally provide little detail about the questionnaire which they developed but do refer to a forthcoming publication which was suggested to detail how the tool was developed. However, this research was not published making it difficult to judge the appropriateness of this measure. The exit questionnaire that was used to explore the universality of focus group discussions may not have provided participants with an adequate response framework as the participants only had yes or no response options. A response framework with a five, seven or nine-point likert scale may have been a more valid way to explore responses (Foddy, 1993). Results from this research, along with other key studies are presented in Table 1.

The second published paper which evidences the effectiveness of Emotion Coaching was a mixed-methods case study (Gus et al., 2017). It explored the introduction of Emotion Coaching in a specialist provision for primary-aged children with social, emotional and mental health (SEMH) needs using Friedman's Outcomes Based Accountability framework (Gus et al., 2017). Data were gathered from a variety of stakeholders in the school community including school leaders, staff, pupils and parents. A variety of methods were

used including interviews, routine statutory school tracking data, questionnaires and feedback following Emotion Coaching training.

Three doctoral theses have also explored Emotion Coaching in school settings and are also summarised in Table 1. The first thesis utilised an action research approach and introduced Emotion Coaching at an alternative provision for children with SEMH needs (Fox, 2015). The focus was upon using the approach to promote the children's social and emotional skills and four school staff at the setting became action researchers. The barriers, facilitators and potential adaptations to the successful implementation of Emotion Coaching in their setting were explored. Results revealed that a whole-school emotion coaching philosophy can facilitate the implementation of the approach. However, whole-school implementation was considered to be dependent upon a number of systemic factors. This included the embedding of children's social and emotional skills into the core mission and curriculum of the school and the school's organisational and support context.

The second thesis attempted to implement Emotion Coaching in a large primary school and considered the impact on teacher affective and cognitive job satisfaction (Krawczyk, 2017). This research also carried out SSIs with two staff members to explore their views about Emotion Coaching as an approach. No statistically significant differences were found between the mean pre- and post-job satisfaction scores. The data from the interviews revealed that although Emotion Coaching was considered an effective approach, it took time to become proficient in using it and as time was not allocated by the SLT to practice and use the approach, they could see Emotion Coaching becoming neglected.

The third thesis explored the views of 21 practitioners working in different primary, secondary and early-years settings (Gilbert, 2017). The participants were drawn from those who participated in the initial Emotion Coaching pilot project which is outlined earlier in this section (Rose et al., 2015). SSIs were conducted and analysed using constructivist grounded theory to explore the participants' engagement with emotions, their Emotion Coaching training experience and practice and their views on Emotion Coaching efficacy and sustainability.

Table 1: Summary of Emotion Coaching research in UK educational contexts

Author(s), date and title	Research question(s)	Data collection methods	Key findings
Rose, Mcquire-Sneikus and Gilbert (2015). Emotion Coaching- a strategy for promoting behavioural self-regulation in children/ young people in schools: A pilot study	What is the effectiveness of using EC in professional practice within community settings?	Pre- and post-training meta-emotion philosophy questionnaires	There was a reduction in emotion dismissing beliefs and an increase in EC beliefs.
		ECEQ* quantitative – 24 Yes/No questions	86% of all responses were positive about the impact of EC on their practice.
		ECEQ qualitative & focus group discussions explored the perceived impact EC had had on participants practice	EC enables adults to communicate more effectively and consistently with children in stressful situations, to use less 'emotion dismissing' approaches & helps to de-escalate volatile situations. By using EC, adults found difficult situations less stressful and exhausting with a positive impact on adult well-being. EC promotes children's self-awareness of their emotions, positive self-regulation of their behaviour and generates nurturing relationships.
		Case study school (n=1350) – behaviour indices	Statistically significant reduction in the number of callouts, consequences and exclusions.
Gus, Rose, Gilbert and Kilby (2017). The introduction of Emotion Coaching as a	How is pupils, staff, and family wellbeing affected as a result of the introduction of Emotion Coaching?	ECEQ quantitative – 24 Yes/No questions (n=9)	100% of responses to this questionnaire were positive about the impact of EC on their practice.
		Staff absence analysed as a measure of staff stress – 1 year before and 1 year after the introduction of EC (n=20)	Staff absence dropped 24% from 83 days to 63 days.

Author(s), date and title	Research question(s)	Data collection methods	Key findings
whole-school approach in a primary specialist social emotional and mental health setting: positive outcomes for all		No. times pupils restrained at 3 time points: term before intro. of EC (T1), 1st term after intro. of EC (T2) and 2nd term after intro. of EC (T3)	A statistically significant decrease in the number of times pupils were being restrained was seen between T1 (Autumn, 2013) and T2 (Spring, 2014) and this decrease was maintained at T3 (Summer, 2014).
		Academic progress of 10 case study pupils tracked over 2 years & compared to national averages for all primary pupils	The average progress of the case study pupils was statistically significantly better than or equal to the nationally expected levels for all children (not just those with SEN) of progress for reading, writing and numeracy.
		ECEQ – qualitative (n=9) & family feedback via SSIs with families and routine data collection & feedback e.g. surveys, letters, evaluation forms	Staff felt they were able to support pupils more effectively. Children perceived to have better emotional literacy and regulation. Better teacher- pupil relationships characterised by trust.
		Structured pupil reflections with head teacher following use of EC by staff (n=6)	Pupils identified that their mood/emotion changed following being emotion coached and recognised that they were able to return to their classwork quicker.
Fox (2015). Using action research to explore the	1. What are staff experiences of implementing EC in their	Four staff within the setting were recruited as action researchers and their views were explored	A school ethos which reflects EC can facilitate the implementation of EC.

Author(s), date and title	Research question(s)	Data collection methods	Key findings
implementation of Emotion Coaching at an alternative provision for children with SEMH needs	practice at a provision for children with SEMH needs? 2. What are the barriers to the implementation of EC at the SEMH provision? 3. What are the facilitators to the implementation of EC at the SEMH provision? 4. What adaptions may need to be made to EC for its successful implementation at the SEMH provision?	via group and individual SSIs	EC was considered to be dependent upon a number of systemic factors, including the embedding of children's social and emotional skills into the curriculum of the school and the school's organisational and support context.
Krawczyk (2017). A whole-school single case study of Emotion Coaching training and the impact on school staff	1. What factors affect school staff cognitive and affective job satisfaction? 2. What is the impact of EC training on primary school staff members' cognitive and affective job satisfaction? 3. What are school staff members' perceptions of the appropriateness of EC?	Pre and post measures of affective and cognitive job satisfaction before and 1 month after whole-school EC training	No significant difference between pre- and post-measures of affective and cognitive job satisfaction.
		Semi-structured interviews with 'core staff' who were provided with EC implementation training	EC was considered to be an effective strategy, but the participants thought that it took time to become proficient in using it. The participants did not feel that they had this time and that EC would likely be neglected if it wasn't monitored within the school.

Author(s), date and title	Research question(s)	Data collection methods	Key findings
	4. What are the barriers and enabling influences in implementing EC?		
Gilbert (2017). Introducing Emotion Coaching into primary, secondary and early years educational settings: the voice of practitioners and model of engagement	1. What is the EC experience for practitioners using EC in settings? 2. How does EC influence practitioners' response to emotional and behavioural situations in settings? 3. What evidence is there of personal and professional practice change resulting from using EC in their working practice?	In depth SSIs with 21 staff who had taken part in the EC pilot project (Rose et al., 2015). 13 of these staff were primary/secondary school based	EC led to increased awareness of emotions in self and others but the impact of EC on emotions differed between people and was moderated by personal emotional identities. Emotional identities also contributed to the acceptance of EC premise that 'emotions matter to learning'. Practitioners need to practise EC to become proficient and need time to reflect with colleagues. Positive outcomes from EC promote and reinforce further use. Barriers to EC use included lack of follow-up training & colleague-support, time shortages, ineffective results; emotion-disapproving reactions/responses & large numbers of children. Facilitators included whole setting training and continued engagement from managers.

*ECEQ – Emotion Coaching Exit Questionnaire

Results found that practitioners viewed and used Emotion Coaching both as a specific technique for managing difficult emotional situations and as a holistic approach towards emotions, behaviour and relationships. Emotion Coaching practice was positioned on a 'spectrum of Emotion Coaching use', ranging from using Emotion Coaching for the welfare of the child or young person to using Emotion Coaching to help the adult stay in control of situations. Practitioner engagement in training and use of Emotion Coaching was affected by their personal and professional understanding of emotions and emotional skills, how they viewed the role of education and their openness to or acceptance of the premise that 'emotions matter to learning'. The results led to the formulation of a model of practitioner engagement with Emotion Coaching which evidences four stages in the integration of Emotion Coaching into practice (Accept, Adopt, Adapt, Sustain). When practitioners who accepted the Emotion Coaching approach tried to adopt it and experienced success, this led to adaption and assimilation into routine practice repertoires.

The research to date has generally been positive about the use of Emotion Coaching in educational settings, with evidence that a high proportion of practitioners believe that it is effective and some evidence that it supports positive outcomes for children and young people. These early positive signs suggest that further exploration and evaluation of Emotion Coaching is warranted, and larger-scale independent evaluations would add further evidence about the impact of the approach. Although needed, a large-scale evaluation is not within the scope of the current research. However, this study built on the research outlined above in several ways. In both the published studies (Gus et al., 2017, Rose et al. 2015) there was a focus upon evaluating the outcomes of implementing an Emotion Coaching approach based upon reports from staff in questionnaires, interviews and individual case studies. Although it is important to evaluate the outcomes of an approach, as outlined in more detail in the next section, in complex organisations like schools a focus upon implementation is equally as important (Kilerby & Dunsmuir, 2018). This is because schools face a research-practice gap where evidence-based practices fail to produce consistent results in real world settings. Kilerby and Dunsmuir (2018) highlight how rarely implementation is measured during delivery in schools but argue that studying and reporting on implementation can help to bridge the research-practice gap because it

can help develop an understanding of what occurs when specific evidence-based interventions are delivered in schools. The findings from Durlak et al.'s (2011) review show that implementation is important in the context of social and emotional learning efforts in schools because reported implementation problems moderated outcomes in those studies which reported on implementation. Therefore, this research sought to explore aspects of the implementation of Emotion Coaching.

The three theses outlined above (Fox, 2015; Gilbert, 2017; Krawczyk, 2017) all explored aspects of implementation to some extent in various contexts. Fox (2015) and Krawczyk (2017) considered implementation to differing degrees in the context of one specialist SEMH provision and one mainstream primary school (respectively). Both studies explored, amongst other things, staff perceptions about the utility of Emotion Coaching and factors which supported the implementation of Emotion Coaching and got in the way. Rather than considering an individual setting, Gilbert (2017) focused upon the voice of practitioners and they were drawn from a range of settings with 13 out of 21 participants working in school settings. This constructivist research focused strongly upon individual experiences and how practitioners experienced their Emotion Coaching training on a personal level. The current research adds to findings from the small number of previous studies regarding staff perceptions about the effectiveness of, and facilitators and barriers to the Emotion Coaching approach. It also built on previous research by using a pragmatic approach to understand the context of several mainstream primary schools who had received different training sessions with various EPs which is likely to be reflective of the context in which many schools are trained in Emotion Coaching. An online questionnaire was used to explore staff perceptions about Emotion Coaching across six different schools and get an insight into practice across many different schools. Then a more detailed exploration of two case study schools took place. This multiple-case study approach helped to build up a detailed picture of Emotion Coaching practice within each setting by including staff in varying roles and also the voice of the head teacher in each school. Also, unlike all of the studies above, the researcher did not deliver the Emotion Coaching training for any of the schools that took part in this research, therefore offering an increased level of independence and credibility.

In summary, the research that has been carried out so far has suggested that Emotion Coaching is a promising approach with credibility amongst the professionals who are expected to adopt it. Further evaluations of the impact of the approach are required as is a better understanding of the implementation of the approach. Due to the scope of this research, it will focus upon exploring the implementation of the approach, building on previous findings using multiple-case study methodology. Therefore, the next section will review the literature pertaining to implementation and training transfer.

2.6   Implementation and Training Transfer

The use of Emotion Coaching in schools following staff training can be considered from two different but related perspectives: training transfer and implementation science. Models and research from both perspectives offer useful frameworks for this study into understanding staff perceptions of Emotion Coaching and the facilitators and barriers to using it. In the following sections, effective training for school staff will be explored first and then the training transfer and implementation science perspectives will be introduced, reviewed and discussed in relation to the current research. Finally, the research is summarised and a rationale for the focus of this research is made leading to the research questions of this study.

2.6.1   Effective CPD for School Staff

In 2016 the DfE published new guidance about effective practice in CPD for teachers (DfE, 2016a). This guidance, informed by a review of both the national and international evidence base (Cordingley et al., 2015), sets out five standards for effective professional development. The 'umbrella review' carried out by Cordingley and colleagues (2015) aimed to review previous reviews and by the authors' admission, can miss the most recent and up-to-date research. However, it was a systematic review which set out clearly how they considered the quality of the research that they included and are therefore justified in the conclusions they draw. The five standards and related review findings are outlined below.

1. *Professional development should have a focus on improving and evaluating pupil outcomes*

The review found that effective CPD had explicit relevance to the teachers' day-to-day experiences and existing knowledge. There also needed to be a strong focus on pupil outcomes with explicit links between the CPD activities and intended pupil outcomes.

2. *Professional development should be underpinned by robust evidence and expertise*

Outside expertise was consistently central to effective programmes of CPD which led to improvements in pupil outcomes. Effective CPD draws on the evidence base, makes it explicit and develops theory and practice together. It seemed as though offering different and diverse perspectives, as well as challenging orthodoxies about teaching and how children learn, supported improvements.

3. *Professional development should include collaboration and expert challenge*

The only common finding across all reviews was that peer support was a feature in effective CPD. This includes opportunities for trainees to collaborate, discuss and try out new approaches together as well as problem solve when difficulties arose. Input from someone considered an 'expert' in a coaching or modelling role was also found to be helpful.

4. *Professional development programmes should be sustained over time*

Prolonged or extended CPD interventions are generally more effective than shorter ones and CPD programmes which aim to bring about significant organisational and cultural change need to last at least two terms. However, shorter programmes with a discrete and narrow focus such as spelling can have a meaningful impact. The review also found that regular ongoing activities were important and that one-off events did not have a positive impact on staff development.

5. *And all this is underpinned by, and requires that, professional development must be prioritised by school leadership*

School leadership drives the culture in schools and the review found that effective leaders became involved in CPD themselves. This ranged from implementing systemic changes in

the school to understanding the precise nature of the expected changes to practice by undertaking more specialist CPD themselves. The most rigorous review included in the umbrella review identified four core roles for school leaders including developing vision, managing and organising, leading professional learning and developing the leadership of other roles in the school.

Training for school staff is one the key functions of the EP role (Fallon, Woods & Rooney, 2010; Farrell et al., 2006; Lee & Woods, 2017) and it is therefore important that EPs understand the principles of effective CPD and are regularly evaluating the impact of the training that they offer. One key difficulty which is recognised across all fields is that training does not readily translate into practice. This has come to be known as 'the transfer problem' and is discussed in the next section.

2.6.2   *Training Transfer*

2.6.2.1   *The Transfer Problem*

The transfer of training is defined as the degree to which trainees effectively apply the knowledge, skills and attitudes gained in a training context to the job (Baldwin & Ford, 1988). Transfer consists of two major dimensions including: a) generalisation – the extent to which knowledge and skills acquired during training are applied in different contexts; and b) maintenance – the extent to which changes to practice persist over time (Blume et al., 2010). However, it has long been recognised that training does not always readily transfer to the workplace (e.g. Michalak, 1981). Both researchers and practitioners continue to question how much learning from workplace training actually transfers to the job (Ford, Baldwin & Prasad, 2018). Research has explored which factors impact on the level of training transfer in a bid to understand how to make training more effective.

2.6.2.2   *Factors Influencing Training Transfer*

Most of the research into training transfer comes from the organisational psychology field. In 1988, Baldwin and Ford conducted the most comprehensive review up until that point to synthesise what they call "…a fragmented body of empirical research reported in a variety of disciplines" (Ford, Baldwin & Prasad, 2018, p.208). The frequently cited qualitative review analysed 63 empirical studies that were carried out between 1907 and

1987 and aimed to critique the existing training transfer research and to suggest directions for future research (Baldwin & Ford, 1988). They outlined the transfer process which includes training inputs, training outputs and conditions of transfer and identified factors which influence transfer. However, they also identified weaknesses and gaps in the research concluding that research from a variety of orientations (i.e. beyond industrial training) was needed and that research needed to take a more interactionist perspective, focusing on more than one input factor at a time.

Several years later the same authors among others conducted a detailed meta-analysis of 89 empirical studies (Blume et al., 2010). Some of the issues that had been identified by Baldwin and Ford in the previous review were addressed in research over the following years and the meta-analytic review explored the impact of predictive factors on the transfer of training in different tasks and contexts and also the moderating variables. They posed seven research questions around the relationships between variables and various methodological impacts upon research findings e.g. lab versus field studies, published versus unpublished studies. Their three key conclusions were that (a) once bias in the measurements were controlled for, there were a limited number of strong predictor relationships with transfer; (b) the relationships to transfer of several variables were contingent on whether the trained skills were open or closed; and (c) reported relationships were significantly affected by the source and timing of transfer measurement (Blume et al., 2010).

Grossman and Salas (2011) employed Baldwin and Ford's 1988 model to integrate findings from existing reviews to identify factors relating to trainee characteristics, training design and the work environment which have consistently been shown to exhibit the strongest relationships with training transfer. By only considering those factors with the strongest relationships, rather than comprehensively reviewing every single factor which has been linked to training transfer, their aim was to be able to make evidence-based recommendations to organisations about what they need to consider regarding transfer. The most influential factors which they identified can be found in Table 2.

Table 2: Factors which influence training transfer from Grossman & Salas (2011)

Factors which influence training transfer		Findings
Trainee characteristics	Cognitive ability	Trainees higher in cognitive ability have more success in processing, retaining, and generalising trained skills.
	Self-efficacy	Trainees higher in self-efficacy have more confidence in their ability to learn and apply trained competencies and are more likely to persist when performing difficult tasks.
	Motivation	Transfer is facilitated when trainees are motivated to learn and transfer throughout the training process.
	Perceived utility of training	Trainees who perceive training as useful and valuable are far more likely to apply new competencies in the workplace.
Training design	Behavioural modelling	Behavioural modelling facilitates transfer when both positive and negative models are used, and when opportunities to practice are provided.
	Error management	Error management promotes the transfer of training by allowing trainees to anticipate potential issues, providing them with knowledge of how to handle such problems, and highlighting the negative outcomes that can occur if training is not transferred.
	Realistic training environment	Conducting training and practice in environments that resemble the workplace increases the likelihood that trained competencies will transfer.
Work environment	Transfer climate	Situational cues and consequences largely determine whether or not learned competencies are applied in the workplace.
	Support	Both supervisor and peer support are critical for the transfer of training.
	Opportunity to perform	For training to successfully transfer, trainees need the resources and opportunities to apply their new skills and abilities to the workplace.
	Follow-up	To facilitate transfer, the formal training period should be followed by additional learning opportunities (e.g. after-action reviews, feedback, job aids).

Schools are complex and busy organisations where no two days are the same. The wide array of factors which have been shown to impact the level and ways in which training is transferred, could operate in the context of a school in a variety of ways. It is important for EPs to understand this so that the training that is offered is effective. The current research used Grossman and Salas' findings as a framework to ensure that a range of factors that could impact on the transfer of Emotion Coaching training into practice was

explored with school staff. More detail about how this framework was employed is included in Chapter 3.

2.6.2.3 *Open Versus Closed Skills*

One important distinction made in the training transfer literature which is relevant to the present research is the difference between training that aims to develop closed skills and that which aims to develop open skills. First highlighted by Yelon and Ford (1999), closed skills are those skills which must be performed in an exact and prescriptive way without any deviation from the standard practice. An example might be operating machinery to produce parts for a computer. Open skills on the other hand are highly variable as there is no single right way to do things. Using open skills requires creativity and adaptability and procedures are based upon principles rather than prescriptions. An example of where open skills are required might be in a counselling role. Rather than falling in to one category or the other, Yelon and Ford posited skills as falling somewhere on a continuum between these two extremes and they argued that the transfer process is significantly impacted by the type of skills involved. Although there are steps of Emotion Coaching, practicing Emotion Coaching falls towards the 'open skill' end of the continuum. It requires judgement about if, how and when the steps should be applied and is an approach which goes beyond the specific steps to affect many interactions and practices that take place across the school. Gus et al. (2015) describe it as "a way of being" (p.38) and they outline that it is not only a technique but also a philosophical approach to emotions.

At the start of their review Blume et al. (2010) noted that one of the most conspicuous gaps in the literature was a neglect of how the open or closed nature of the skills being trained affected subsequent training transfer, despite clear indications in some research to support this. One of the key conclusions that they reached from their meta-analysis was that the relationship to transfer of several variables is indeed contingent on whether the training focused on open or closed skills, highlighting the importance of considering this factor in research. In their more recent review Ford, Baldwin and Prasad (2018) highlight specific factors which impact on training transfer which are more relevant to open skill training such as motivation, pre-training self-efficacy, error management and peer support. One explanation may be that with open skills, the trainee has more choice

regarding whether, how, and when to transfer their training which could be why levels of motivation have an impact (Blume et al., 2010). Another may be about the perceived presence of opportunities to apply open skills which is likely to be less straightforward than with closed skills (Blume et al., 2010).

In the context of the transfer of training following Emotion Coaching training, any of the factors outlined above may have an impact on whether the training is generalised and maintained, particularly given the open nature of the skills that are taught in training. Implementation science research is a different but related area of study in which there are some areas of cross over with training transfer. For example, both consider how training and the workplace environment influence efforts to change practice. However, whereas training transfer is focused upon supporting staff to use skills learnt during training, implementation science is more focused upon how new skills and approaches can be used effectively to lead to positive outcomes in real-world settings. As will be explained in more detail below, implementation science focuses more on how an intervention is put into practice and the organisational processes required to support this in the longer-term. For example, this might include how policies need to be adapted in real-world settings. The current research is interested in exploring the processes by which Emotion Coaching is implemented following training and the longer-term organisational changes which support effective implementation. Therefore, literature around implementation is also relevant to the present study and will now be reviewed in the following section.

2.6.3 *Implementation and Organisational Change*

2.6.3.1 *Implementation Science*

Implementation is the process by which an intervention is put into practice (Lendrum & Humphrey, 2012) and it may be described in terms of fidelity, dosage, quality, participant responsiveness, reach, programme differentiation, monitoring of control/comparison conditions, and adaptation (Humphrey et al., 2016a). The importance of considering the implementation process when organisations employ new programmes and approaches is increasingly being recognised and has led to the emergence of a new area of scientific and practitioner interest: 'implementation science' which focusses on exploring and explaining how health and psychological interventions work in real-world contexts. It has largely

arisen out of the 'research-practice gap' (Ogden & Fixsen, 2015): that is the failure of evidence-based prevention and treatment interventions to produce positive, consistent results in real-world human service settings (Fixsen et al., 2009; Kelly, 2012). Therefore, unlike training transfer research which has focused upon training in a wide range of formats from a wide range of disciplines, implementation science research is more closely related to the context of the current research.

2.6.3.2 *Implementation Science in Schools*

Calls for a greater focus on the process of implementation of school-based initiatives are not new (e.g. Lister-Sharpe et al., 1999). As Blase et al. (2012) highlight, information about 'what works' is important, but this is only part of the equation as it does not tell us how to implement that programme successfully to improve outcomes. Schools are "very messy real-world settings" (Blase et al., 2012, p. 13) and in complex organisations like schools, exploring how an intervention or programme is implemented is as important as measuring outcomes (Kilerby & Dunsmuir, 2018). Without the combination of an effective innovation *and* an effective implementation process, positive outcomes for students will not be achieved (Fixsen et al., 2013).

Karen Blase and Dean Fixsen are key figures in the implementation science literature and they, among others, have carried out extensive work with regards to implementation and organisational change across a range of contexts including education. Much of this work has been part of the US National Implementation Research Network (NIRN). They have identified the necessary strategies and most effective ways in which the implementation of evidence-based programmes and approaches can be facilitated. This includes the identification of prerequisites for the successful application of research including a well operationalised intervention with clearly identified core intervention components and active and knowledgeable 'purveyors' who have expertise and actively work to implement the practice or programme (Blase et al., 2012). Different stages of implementation have also been recognised along with implementation drivers which:

> "…ensure that staff and teachers have the skills necessary to implement well, that policies and procedures are developed at multiple levels to create a more hospitable

environment for the chosen intervention, and that the leadership strategies match the challenges faced during the process" (p.16).

A model of these identified stages and over-arching drivers is included in Figure 2.
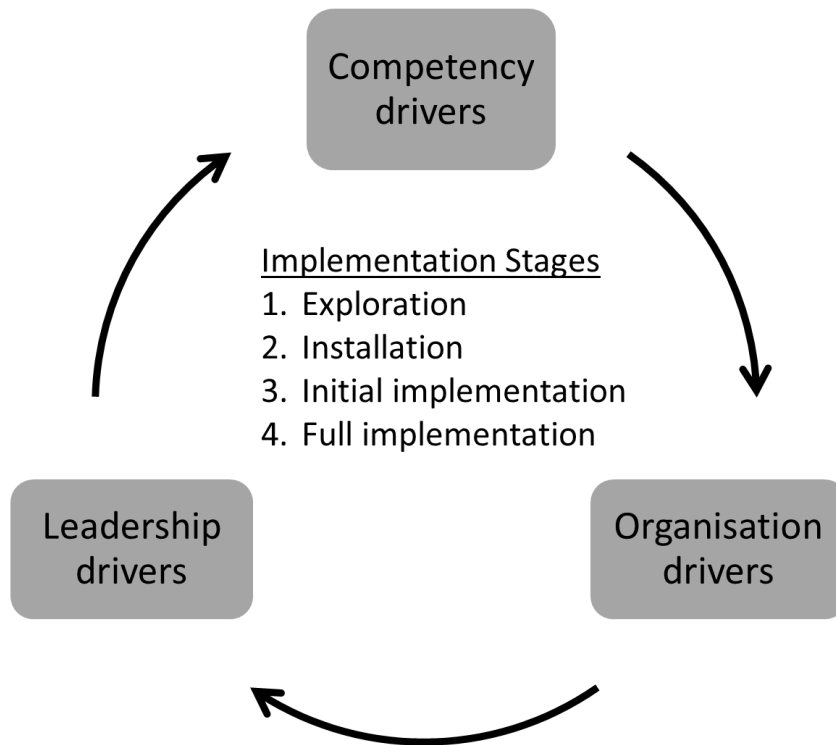
Figure 2: Implementation stages and drivers from Fixsen et al. (2013)

Competency drivers include staff selection, training, coaching for competence, and performance assessment and ensure that staff are skilled and confident in delivering the new programme. Organisation drivers include facilitative administration, decision supportive data systems, and systems interventions and are mechanisms by which workplace environments support the implementation efforts. Leadership drivers are the foundation for implementation efforts and include strategies to respond to difficulties as they arise (Blase et al., 2012; Fixsen et al., 2013).

2.6.3.3 *Assessing Implementation in Schools*

Most of the literature relating to implementation including the body of research outlined above from Blase, Fixsen and the NIRN originates in the US and reviews from other countries acknowledge the "US-centric" (p.5) nature of the research (Albers & Pattuwage, 2017). However, Lendrum and Humphrey (2012) have argued that although some US

research can be applied to the UK, there are some key differences between the UK and US education systems which means that research from the US should not be a direct substitution for national research here in the UK. For example, they highlight the tendency for 'top-down' highly structured interventions in the US versus more 'bottom-up' flexible interventions in the UK which is likely to affect the implementation context. This means more research is required to develop a better understanding of implementation in the UK education context.

Here in England the Education Endowment Foundation (EEF) who are the government-designated What Works Centre for Education have led a focus upon implementation in educational research. The EEF aim to raise the attainment of disadvantaged pupils by funding rigorous research projects which generate evidence about what works to improve teaching and learning. Alongside a quantitative outcome evaluation to assess the impact of each project upon pupil attainment and sometimes other outcomes, all intervention projects must also be subject to an 'implementation and process evaluation' (IPE) which they define as:

> "the generation and analysis of data to examine how an intervention is put into practice, how it operates to achieve its intended outcomes, and the factors that influence these processes" (Humphrey et al., 2016, p. 6).

Figure 3 outlines the EEF's suggestions for the purposes of exploring the process by which an intervention is implemented in the context of schools.

It is recognised that there is no single way to study implementation (Evans et al., 2015). Some established frameworks for measuring implementation from the US such as Durlak and Dupre (2008) or Dane and Schneider (1998) are more appropriate to top-down highly structured interventions which, as mentioned above, are favoured in the US. This is because the dimensions of implementation that they explore such as dosage and fidelity take on a different meaning when there is not a prescribed model against which to assess delivery (Humphrey et al., 2016) which is more likely to be the case in the UK (Lendrum & Humphrey, 2012). Exploring the implementation of new, whole-school approaches which are less prescriptive can be considerably more complicated, and therefore arguably even more important to help us understand how and why a programme works.

1. Formative: including

    a.   identifying the essential ingredients of the programme;
    b.   suggesting how programme materials and delivery can be improved; and
    c.   clarifying the appropriate target group

2. Understanding implementation: including

    a.   the necessary conditions for success;
    b.   what aspects of the programme can be adapted;
    c.   the feasibility of delivering the programme and its 'attractiveness' to schools; and
    d.   barriers to implementation

3. Outcomes:

    a.   explaining impact (i.e. who did it work best for, teacher perceptions);
    b.   additional or unintended consequences of the programme, whether positive or negative

4. Fidelity: determining whether the intervention was implemented as intended.

(Education Endowment Foundation, 2013, p.3)

Figure 3: The EEF's purposes of process evaluations

In recognition of this, the EEF has produced a series of useful guides (Anders et al., 2017; EEF, 2013; Humphrey et al., 2016) to help researchers plan and execute IPEs which are relevant in a UK educational context.

The importance and varying purposes of understanding implementation have been outlined above along with some of the challenges of assessing implementation, particularly in the context of whole-school non-prescriptive approaches akin to the nature of Emotion Coaching. The following section will explore the implementation literature in relation to Emotion Coaching and lay out the rationale for the focus and methodology of this research.

2.6.3.4 *Assessing the Implementation of Emotion Coaching*

Inconsistent findings relating to the implementation of more comprehensive approaches with a social and emotional skills or wellbeing focus like Emotion Coaching have emerged. Durlak et al.'s (2011) review found that multi-component programmes were less likely to meet SAFE criteria, were more likely to have implementation problems and were found to be less effective. However, in their review Wells et al. (2003) found that effective

programmes were more likely to be multi-modal, and ideally whole school, rather than restricted to one part of the school. PATHS (promoting alternative thinking strategies) is an evidence-based universal multi-modal social and emotional learning curriculum for primary aged children. Alongside a series of lessons, the curriculum is supplemented by activities to support the generalisation of new skills and parents/carers also complete activities outside of school. The implementation of the PATHS curriculum was explored in a pioneering way using rigorous independent observational data and a more fine-tuned theoretical model that posits quality and fidelity as distinct dimensions of implementation, allowing for an exploration of what is delivered as well as how well. This study found that aspects of higher quality implementation were found to positively impact on the intervention outcomes of the PATHS curriculum (Humphrey et al., 2017). This evidence, along with that from Durlak et al.'s review, show that implementation is not only important more generally but also in the context of comprehensive social, emotional and wellbeing interventions. However, given that we know little about the implementation of Emotion Coaching and the open-ended nature of the approach, it is more challenging to assess and explore its implementation in a systematic or comprehensive way.

The aim of this research then was to advance our understanding of the implementation of Emotion Coaching using a pragmatic approach so that we, as EPs, can start to develop more effective ways to support schools to use the approach. It was acknowledged earlier in this review that a large-scale independent evaluation of the approach is needed but also that until programmes have been fully implemented evaluations about its impact on outcomes and overall value should not be made (Blase et al., 2012). In the context of this research, exploring full implementation and its impact was not feasible considering that full implementation can take several years. However, it is only by enhancing our understanding of its implementation that we can ensure that the approach is being fully implemented and conduct large-scale evaluations. The focus upon implementation therefore not only addressed important areas of research but also ensured the research project was practicable for a doctoral thesis.

In line with the EEF's purposes of process evaluations, this research seeks to *understand* the implementation of Emotion Coaching better as this is an area where we currently have

little insight. Developing a better understanding includes learning more about a) the necessary conditions for success b) what aspects of the programme can be adapted c) the feasibility of delivering the programme and its 'attractiveness' to schools d) and barriers to implementation (EEF, 2013). Along similar lines Anders et al. (2017) suggest that answering the following questions among others are helpful in developing a better understanding of implementation: what are the necessary conditions for success of the intervention?; Are there any barriers to delivery being experienced?; Is the intervention attractive to stakeholders? Humphrey et al. (2016) suggest answering the following questions: are there any key contextual factors that appear to facilitate or impede successful implementation?; How manageable is the intervention and what appear to be the most important factors in successful implementation? We currently have a limited understanding of the answers to these important questions in relation to Emotion Coaching across mainstream primary schools which have been highlighted in key reviews and guides regarding implementation. The key points and conclusions from this literature will now be summarised and the research questions which have evolved from this review will be stated.

2.7   Summary and Research Questions

Staff in school are expected to undertake professional development activities with training being a key part of this, but we know that training does not readily transfer in to practice. We also know that the implementation of new approaches and programmes, especially if they are comprehensive whole-school changes, can prove challenging. This review of literature relevant to training transfer and implementation in the context of organisations more generally and then more specifically in schools, has identified factors which affect the level of training transfer and implementation following training. It has also drawn attention to the open nature of the skills that are expected following Emotion Coaching training and how this effects training transfer in different ways to more closed skills. The argument has been made that studying the implementation of new approaches is as important as measuring the outcomes.

Research has indicated that Emotion Coaching is an effective whole school approach to supporting the mental health and wellbeing of all of those in the school community.

However, further research is needed to help support implementation and carry out larger-scale evaluations of the approach. For the reasons outlined above this research aims to understand the implementation of Emotion Coaching better. More specifically, in line with suggestions from previous research this research will explore the necessary conditions for success, the feasibility of using Emotion Coaching and its 'attractiveness' to schools and barriers to implementation. These implementation factors are not only areas with limited research but can feasibly be studied in the context of this research and have implications for the EP role. Therefore, the research questions (RQ) which this study aims to answer are:

1. To what extent and in what ways is Emotion Coaching considered useful to school staff?
2. What factors are perceived by school staff to be the facilitators and barriers to the effective implementation of Emotion Coaching in their schools?

3   Chapter 3 – Methodology

This research took place in one large shire county LA who are promoting Emotion Coaching to schools as a universal approach to supporting children and young people's social and emotional development and wellbeing. All EPs in the EPS received training in Emotion Coaching in 2017 and two EPs, who are also accredited 'Lead Practitioners' with Emotion Coaching UK, are leading the promotion of Emotion Coaching and training in schools in the county.

This research project was registered with the UCL Data Protection Office (reference: Z6364106/2019/03/14) and ethical approval was granted by the UCL Institute of Education. There were no significant ethical issues posed by this research in that it was being carried out with adults who were not deemed to belong to a vulnerable group. More detail about the ethical considerations and documentation of the ethical approval can be found in Appendices 1 and 2.

3.1   Epistemology and Ontology

This research was undertaken from a pragmatic perspective. The pragmatic paradigm refers to a worldview that focuses on 'what works' (Weaver, 2018) and on data that are found to be useful by stakeholders (Mertens & Wilson, 2012). Pragmatic inquiry is concerned with evaluating and transforming features of real-world psychological, social, and educational phenomena (Weaver, 2018). The current research therefore uses the pragmatic paradigm as a framework to investigate the implementation of Emotion Coaching in schools.

In terms of ontology, pragmatism is not committed to any single system of philosophy and reality (Weaver, 2018) and is not concerned with meta-physical terms such as 'truth' and 'reality' (Tashakkori & Teddlie, 2003). Rather than discovering the 'truth', the value of pragmatic inquiry is demonstrated by its ability to find results which answer the questions being posed or the problem that is being studied (Tashakkori & Teddlie, 2003).

3.2   Rationale for the Research Design

The pragmatic epistemological and ontological framework guides researchers to choose methods on the basis of what is right for a particular research question in a particular

context and avoids the dichotomous thinking about quantitative or qualitative methods (Mertens & Wilson, 2012). It has been acknowledged that researchers are increasingly using multiple research methods when studying large-scale school reforms (Stecher & Borko, 2002). Humphrey et al. (2016) and Anders et al. (2017) emphasise the importance of using both quantitative and qualitative approaches when exploring the implementation of new projects and programmes in schools, including complex whole-school approaches, to help give a more comprehensive insight into the phenomena being considered. Therefore, consistent with the pragmatic paradigm of this research and suggestions borne out of research reviews, a mixed-methods approach was chosen as it was felt to provide a comprehensive framework for addressing the two RQs. A sequential approach was taken so that the first phase of the research could inform the second phase. In phase 1 an online questionnaire was completed by staff from several schools that had participated in Emotion Coaching training about their experiences of being trained in and implementing Emotion Coaching. The second stage involved a multiple-case study of two of the schools who completed the questionnaires. It was planned that the results from the first phase would inform the selection of the two schools to take part in the second phase and would also inform the development of the SSI schedule.

The specific combination of questionnaires and case studies aims to provide both "breadth and depth" (Stecher & Borko, 2002, p.548). In the current research, it was felt that the different but complementary nature of these two approaches would be able to identify broad patterns with regards to staff perceptions of Emotion Coaching and its implementation. This was felt to particularly apply with regards to the 'to what extent…' part of RQ1, whilst also allowing for a more detailed exploration of a smaller number of cases and the specific context in each school which we know is a major determinant of training transfer. The advantages and disadvantages of each approach are discussed in more detail below.

3.2.1   _Rationale for Phase 1_

Questionnaires capture individuals' attitudes, retrospective behaviours and knowledge (Stassen and Carmack, 2019). According to Fife-Schaw "a questionnaire study can give you a feel for the range of likely responses and a rough idea of how common certain responses

are" (p. 159, 2000). When used in this way, questionnaires can also inform the nature of future research.

As with all methods, questionnaire research has both advantages and disadvantages but several of the advantages of questionnaires made this approach suitable for the first phase of this research. Firstly, self-administered online questionnaires offer a relatively simple and straightforward approach to the study of attitudes, values, beliefs and motives (Robson, 2002) which were key variables that this research wished to explore. Secondly, online questionnaires are highly accessible for the busy participants involved in this research (school staff) and it was felt that using an online questionnaire would be likely to increase the number of people willing to take part in the research. Finally, self-administered questionnaires can provide a sense of privacy and enable participants to answer questions more freely than with a researcher administered questionnaire (Stassen & Carmack, 2019). However, questionnaires have also faced criticism over their ability to produce valid and reliable information and several authors have suggested that the question-answer situation is more complex than has generally been appreciated (e.g. Cicourel, 1982; Foddy, 1993). For example, empirical research has highlighted that subtle changes in question wording or question order can have a significant effect upon the way in which participants respond (e.g. Bishop et al., 1978; Lasorsa, 2003; Schuldt et al., 2011). Also, respondents can misinterpret questions, and this is particularly a risk in self-administered questionnaires as misunderstandings cannot be easily detected (Robson, 2002). To address these criticisms, guidelines from Foddy (1993) (reproduced in Appendix 3), rooted in symbolic interactionism were used to construct the questionnaire to maximise the validity and reliability of the data obtained. Also, using SSIs as well as the questionnaire minimised some of these limitations. More detail about the questionnaire content is included in section 3.4.3 below.

3.2.2 *Rationale for Phase 2*

The second stage of the research involved a multiple-case study of two of the schools who had taken part in the first phase of the research. Drawing on the work of Robert Yin (1981; 1984), a key advocate of case study research, Robson (2002) defines a case study as follows:

"a case study is a strategy for doing research which involves an empirical investigation of a particular contemporary phenomenon within its real-life context using multiple sources of evidence" (p. 178).

Yin (2009) asserts that you would use case study methodology if you wanted to understand a contemporary real-life phenomenon in depth, where such an understanding encompasses important contextual conditions and where the investigator has little or no control of the phenomenon being studied. Given the complex nature of schools as organisations and the important role of context for the transfer of training and the implementation of new programmes and approaches, it was felt that a case study approach would allow for these important aspects to be captured. The case and the main unit of analysis was the school. The case study was instrumental in nature as it focused upon a particular aspect of the case (implementation of Emotion Coaching) rather than the case as a whole (the school) (Hamilton & Corbett-Whittier, 2013). As the evidence from multiple-case studies is often considered more compelling than from single-case studies alone, Yin (2009) suggests that multiple-case studies are preferred over single-case designs. Therefore, a multiple-case study of two schools was adopted for this research.

SSIs are appropriate in studies that seek to understand personal experiences, perspectives and meanings (Irvine, 2012) and were the primary source of information informing the case studies. SSIs benefit from the freedom to make adjustments to the interview schedule and to follow the flow of the interviewee's responses but also aim to cover certain topics during the interview (Irvine, 2012). Different interview schedules were used with general staff and head teachers as it was likely that they would have different perspectives, but the schedules were broadly similar. Information regarding the training that each school received and the level of engagement with the approach, as well as key aspects of the questionnaire data, supported the interview data to help give a rich understanding about the implementation of Emotion Coaching in each school.

3.3   Sampling

Purposive-criterion sampling allowed for the selection of mainstream primary schools in the researcher's placement LA who had received whole-school training in Emotion Coaching from the EPS. As almost all the training that had taken place in the LA had been

in mainstream primary schools, it was felt that developing a better understanding of this particular population would prove the most useful and allow for the largest possible sample. In total, there were nine primary schools who had received Emotion Coaching training since the EPS had their training in 2017.

3.4   Phase 1

This phase took place over the course of the summer term in 2019.

3.4.1   Recruitment and Procedure

Senior members of staff in schools including head teachers, deputy head teachers and SENCos were initially approached by the EP who was linked to their schools to ask them if their school would be willing to take part in a research project about Emotion Coaching. This initial contact was either via email or face-to-face during the EPs regular visits to the school. Those schools who initially expressed an interest in taking part in the research were then put in touch with the researcher via email and more detailed information about the study was provided to the head teacher of the school (see Appendix 4 for an example email). Once the head teacher of the school had agreed for their school to take part, an email which could be forwarded on to the staff by the head teacher was provided which included brief information about the research and a link to the online questionnaire (see Appendix 5 for an example email). The researcher attempted to increase response rates with two further follow-up emails to the head teacher after the link to the questionnaire had first been forwarded. However, the researcher was reliant upon the head teacher distributing the link to the survey. Individual staff members who followed the link were taken to an information page regarding the study and the questionnaire and each staff member then decided if they wanted to take part in the questionnaire. Each staff member then proceeded to a consent form before being directed to the start of the questionnaire. From there they navigated through 12 questions and then ended the questionnaire session.

3.4.2   Participants

Forty-four members of staff from across six schools completed the online questionnaire. Four respondents had completed less than 80% of the questionnaire and were therefore

excluded from the final sample bringing the final questionnaire sample to 40 participants. Some basic information was obtained about each of the schools via the Government and schools' websites and can be found in Table 3. A profile of the staff completing the questionnaires from each school can be found in Table 4. Basic information about the training that each school received can be found in Appendix 6. The current national average free school meal eligibility is 14.9 percent of pupils (DfE, 2019) and the national average pupil premium eligibility is 27 percent of pupils (Foster & Long, 2020). Most schools were therefore below national averages for these measures.

3.4.3   Questionnaire Development

The questionnaire aimed to address both research questions to some extent, but it was recognised that less in-depth information would be gleaned than in the SSIs. There was a particular focus on the first part of RQ1 – to what extent was Emotion Coaching considered useful by school staff as staff were asked to rate certain responses. The questionnaire was developed through an iterative process whereby questions were drafted and then refined after consulting the literature and through feedback from the researcher's supervisors and colleagues. Broad questions which would address the research questions were drafted and then discussed with the two research supervisors. Questions were informed by many aspects of the literature review but particularly Grossman and Salas' framework (Table 2) and the questions identified in the implementation literature (section 2.6.3.3). Foddy (1993) advises that you should systematically write the purpose beside each question in the first drafts of questionnaires including what information you hope to elicit and what you will do with that information. Therefore, explanations for each item in the questionnaire including the research question it addressed, the empirical basis for the question and the data it intended to elicit are included in Appendix 7. As discussed in a previous section, Foddy's guide (1993) strongly guided the question wording, sequence and response frameworks in the questionnaire.

The questionnaire was prepared online using Qualtrics software and pre-piloted with four EP colleagues who were familiar with Emotion Coaching. A small number of minor changes were made at this stage and only included typing errors.

Table 3: Profile of schools participating in phase 1

School	Number of pupils on roll*	Percent eligible for free school meals**	Percent eligible for pupil premium**
1	240	14	24
2	350	14	21
3	90	13	13
4	200	12	17
5	180	10	15
6	310	10	13

Figures rounded to the nearest 10
**Figures rounded to the nearest percent*

Table 4: Profile of staff participating in phase 1

School	Number of responses	Response rate (%)	Role(s) within the school			
			SLT	SENCo	Teacher	Support role
1	13	37	2	1	6	7
2	7	18	1	0	4	3
3	7	70	3	1	1	2
4	6	24	1	1	2	3
5	4	13	1	1	1	2
6	3	18	1	1	1	0

NB: Some staff had more than one role e.g. SENCo and Teacher

The final stage in the development of the questionnaire involved piloting the online questionnaire with five staff from across two schools who had received whole-school Emotion Coaching training and exploring their feedback about the clarity of the questions and the types of responses they had to give. During the piloting phase, feedback from all five staff was positive regarding all aspects of the questionnaire, including the clarity of the questions, response frameworks and the questionnaire length so no further changes were made. A copy of the final questionnaire can be found in Appendix 8.

3.5   Phase 2

This phase took place during November and December of 2019, around six months after the questionnaire had been completed.

3.5.1   *Recruitment*

This research had planned to employ a maximum variation approach to purposeful sampling to select the two schools from the questionnaire phase who seemed to demonstrate the lowest and highest levels of implementation of Emotion Coaching. Maximum variation or extreme case sampling "captures the extent of the diversity that has been observed in the study population" (Jahnukainen, 2010, p.379). It was felt that studying these extremes was an effective approach to exploring both facilitators and barriers to implementation. However, the low response rates in some schools made it difficult to gain a good understanding of the picture in these schools as the responses were less likely to be representative of the wider school. Therefore, the three schools with response rates lower than 20% (Schools 2, 5 and 6) were not considered to be included as case study schools.

The questionnaire responses for each question were aggregated for the remaining schools (Schools 1, 3 and 4) and then each school was compared. Out of the three schools that were left the differences in the trends displayed in the questionnaire data were small but it was decided that extreme-case sampling would still be used as the basis for sampling as it was still the best available strategy to help answer the research questions. School 4 demonstrated the most positive trends in the questionnaire data and were therefore approached to take part, to which the head teacher agreed.   School 3 generally demonstrated less positive trends when compared to School 1 and was therefore approached about being the second case study school. However, due to circumstances in the school, the head teacher did not feel that they would be able to support the research and therefore declined to take part. The remaining school, School 1, was consequently approached, and their head teacher agreed for the school to take part. Due to these difficulties, it is more accurate to describe the sampling procedure as opportunistic, rather than extreme-case. School 4 became known as School A during the second phase of the research and School 1 became known as School B.

When conducting case study research, it is important to describe the case in as much detail as possible to give the reader a rich description of the context of the case (Hamilton & Corbett-Whittier, 2013). This helps the readers assess the potential transferability and appropriateness of the findings to other settings (Miles et al., 2014). Therefore, a description of each case study school is included in the phase 2 results section at the start of the sections for each school, along with key information about the training they received.

3.5.2   *Participants*

Head teachers in each school sent out information about the second phase of the research via email that the researcher had sent to them along with the information sheet for the second phase of the research (see Appendices 9 & 10). It was made clear in the information sheet and to the head teachers that participation had to be voluntary and staff who were interested in taking part were to let the head teachers know. Due to the practicalities of arranging dates and times for the interviews where several staff would need to be released from their routine roles, the head teachers co-ordinated the interview timetable for those taking part.

Seven staff in School A and six staff in School B took part in SSIs for the second phase of the research. This included a range of staff roles such as TAs, teachers and mentors and the head teacher in each school as the literature review highlighted the importance of leadership for training transfer and implementation.

3.5.3   *Procedure*

In both schools, the interviews took place over the course of one day. Staff arrived to take part in the interviews one by one and were given a brief verbal introduction to the research. The researcher also shared a copy of the information sheet and ensured that all participants had read and understood the information. Participants then signed a consent form (Appendix 11) to demonstrate their agreement to take part. The SSIs were then conducted with each staff member, with a similar but different interview schedule for the head teachers. In School A interviews lasted from between 18 and 38 minutes. Interviews in School B lasted between 15 and 32 minutes.

3.5.4 Semi-Structured Interview Development

Insights gleaned from the questionnaire along with information from the literature review informed the development of the SSI schedule. The aim of the SSI was to gather data which answered both research questions with a focus upon the ways in which Emotion Coaching was considered useful (RQ1) and a more detailed exploration of the facilitators and barriers than was possible in the online questionnaire. The development of the interview schedule was an iterative process and was informed by training transfer and implementation literature. The staff interview was piloted with two staff in one school and the senior leadership team interview was piloted in a different school with a deputy head teacher who led on Emotion Coaching in the school. Copies of the final interview schedules can be found in Appendices 12 and 13.

3.6 Data Analysis

3.6.1 3.6.1 Phase 1

3.6.1.1 Approach to Data Analysis

It was originally planned that the questionnaire analysis would explore the patterns within and between each school but due to the low response rate in some schools, it was felt that the responses may not give a valid representation of individual schools. Therefore, the questionnaire data were pooled and analysed across all schools to explore more generally the perceptions of the usefulness of Emotion Coaching and the facilitators and barriers to implementation.

3.6.1.2 Closed Questions

The frequency distributions of responses to each closed question on the questionnaire were explored. The results were summarised and presented in bar charts where this was felt to help understand the data and to highlight the most prominent features.

3.6.1.3 Open Questions

The three open questions at the end of the questionnaire intended to predominantly address RQ2. Data from these three questions were analysed using a qualitative approach to identify patterns and themes in the data. Due to the relative conciseness of many of the answers to these open questions, it was felt that analysing them deductively, in relation

to a coding framework would be a helpful way to begin organising the data. Therefore, data were coded into the three over-arching categories derived from Grossman and Salas' (2011) framework of training transfer. This included the overarching categories of trainee characteristics, training design, and work environment. The literature review highlighted that this framework has been shown to capture the most influential factors on transfer and the over-arching categories seemed to fit the data that were emerging well. However, the data were inductively coded into subthemes that were emerging from the data as the sub-categories in the model did not capture the data as well. Where data did not fit in to any of the over-arching themes, this was also analysed inductively, and new additional themes were created.

3.6.2 *Phase 2*

3.6.2.1 *Approach to Data Analysis*

The qualitative data derived from the SSI in each school were transcribed by the researcher and analysed using Braun and Clarke's approach to thematic analysis (2006; 2012). Thematic analysis has been defined as "…a method for systematically identifying, organizing, and offering insight into patterns of meaning (themes) across a data set" (Braun & Clarke, 2012, p.57). It is known for its theoretical flexibility, meaning that it is suitable for a wide range of research interests. It was chosen for the analysis of the interview data because the aim of thematic analysis is to describe how themes are elaborated by groups of participants, and to identify meanings that are valid across many participants. It was felt that these aims would allow the researcher to identify answers to the research questions. Braun and Clarke's particular approach to thematic analysis was selected as it is well-established, widely used and has been recognised as the most systematic introduction to doing thematic analysis to date (Howitt & Cramer, 2011).

Given the case study nature of this research, separate analyses were conducted for each school. Both an inductive and deductive approach to the thematic analysis was taken. Inductive data analysis is 'bottom-up', driven by the data obtained and involves coding data without trying to fit it into any pre-existing coding framework. This analysis was bottom-up in that it did not aim to fit the data in to a pre-existing coding framework and the codes themselves were constructed from patterns in the data. However, a deductive

approach to the analysis can involve analysing data to answer specific research questions which, given the pragmatic approach of this research, is what this analysis aimed to do. Themes and subthemes were therefore identified in the data in relation to RQ1 and RQ2. It is also acknowledged that "data are not coded in an epistemological vacuum" (Braun & Clarke, 2006, p. 84) and an analysis can therefore never be purely inductive.

According to Howitt and Cramer (2011) a quality thematic analysis can be quantified in terms of the prevalence and incidents of the themes and subthemes and Joffe (2012) suggests that an advantage of thematic analysis is that it "…permits the researcher to combine analysis of the frequency of codes with analysis of their more tacit meanings" (p. 211). However, with regard to quantities, Braun and Clarke (2012) are clear that "what is common…is not necessarily in and of itself meaningful or important" and these points were kept in mind throughout the analysis. This meant that although the prevalence and frequency of themes and subthemes were recorded and used as an indicator of importance, codes and subthemes were not automatically discounted if they were only mentioned once or twice and the context of the comments was also used to interpret their significance. For example, the theme 'language used in approach' was only referred to by one participant but as this was due to the nature of their role, which was unique across the participants, it was still recognised as an important theme to emerge from the data. This flexible approach was justified given the mixed-methods and pragmatic stance of this research. The computer software package Nvivo supported the analysis. An outline of how I worked through each phase, along with a worked example is shown in Appendix 14.

3.6.3   *Synthesis of the Data*

Finally, data from across the research were synthesised. This included data from the questionnaire, SSIs and training. Cross-case analyses can deepen understanding and explanation whilst also enhancing the transferability of findings to other contexts (Miles et al., 2014). This research takes a case-oriented approach to the multiple-case study where the cases are each considered in detail before turning to a comparative analysis.

3.6.4   *Quality of the Data Analysis and Trustworthiness*

There are a range of ways in which the quality of qualitative research can be assessed. The terms 'validity' and 'reliability' are traditionally associated with evaluating positivist, quantitative research but there has been debate about the appropriateness of applying these terms to more interpretative, qualitative research (e.g. LeCompte & Goetz, 1982; Lincoln & Guba, 1985 as cited in Creswell, 2013). It seems clear that these terms are problematic when describing qualitative research, so it is important that writers explain and reference their terms and strategies (Creswell, 2013). In line with Creswell (2013) this research uses the term validation to refer to a process of assessing the accuracy of one's findings and reliability to describe the consistency of the employed analytic procedures (Noble & Smith, 2015). The evaluation of qualitative research does typically emphasise the value of the analysis (Howitt and Cramer, 2011) and Creswell (2013) suggests several validation strategies that can be used at the data analysis stage to help assess the trustworthiness of the findings. Creswell (2013) and Miles and colleagues (2014) primarily advocate the process of establishing inter-coder agreement to address reliability so this process was a key strategy. The researcher had planned to return to each school and carry out 'member checking' with the entire staff using an online tool. However, due to circumstances beyond the researcher's control, schools were closed, and the researcher was not able to do this. The range of steps taken to address the validity and reliability of the analysis are outlined below.

3.6.4.1   *Inter-Coder Checks*

One way to increase confidence in the analysis of one researcher is to involve more than one person in the process who provides an external check on the highly interpretive process of coding. This can take various forms, depending on the epistemological and ontological approach of the research and the resources that are available. There is little guidance in the literature for researchers concerned with establishing reliable coding of SSI transcripts (Campbell et al., 2013). In this research inter-coder checks were carried out after Phase 5 of the analysis for each school which Howitt and Cramer (2011) suggest is a helpful way to stimulate further thought and revisions to the analysis. Two Psychology

Assistants who were employed in the LA where this research was conducted volunteered to support the researcher in this process and an account can be found in Appendix 14d.

3.6.4.2 *Peer Reviewing*

At several stages of the thematic analysis, critical discussions were held with a consistent group of three peers in relation to the themes and subthemes that the researcher identified. These peers were either familiar with the topic of the research or the process of thematic analysis or both. Issues that were discussed included theme and subtheme names and definitions and the discriminant capability of some of the subthemes. For example, the peer group queried the name difference of the seemingly similar themes from an earlier stage of the analysis 'Emotion Coaching is helpful and widely used' (School A) and 'Emotion Coaching is helpful and frequently used' (School B). This provided the researcher with an opportunity to explain the reasoning behind the naming decision and encouraged the researcher to revisit the sections of data that had been coded for each school and reflect on the decisions.

3.6.4.3 *Negative Evidence*

It is recognised that not all data is going to fit in with the pattern of a code or theme. Throughout the analysis, using the Nvivo software, comments which seemed to contradict a code were coded into a 'child node' of the code and this helped keep track of 'negative' evidence. This actually occurred quite rarely in this analysis, but where it did occur it is acknowledged in the presentation of the analysis in Chapter 4 to show that the researcher is providing a realistic assessment of the participant views (Creswell, 2013). One example of when this occurred was in relation to one participant and the subtheme 'pressure on school staff' in School A. Many school staff, including the one in question, had stated that time constraints made it difficult to implement Emotion Coaching. However, this staff member also suggested that using Emotion Coaching could also been seen as a time investment.

3.6.4.4 *Representativeness*

According to Joffe (2012) "a good thematic analysis must describe the bulk of the data – it must not simply select examples of text segments that support the arguments it wants to

make" (p. 210). Similarly, Braun and Clarke (2012) suggest that it is good practice to draw on extracts from a range of participants to show the coverage of the theme, rather than drawing on only one data item. Therefore, the analysis presented in the next Chapter includes quotes that are drawn from a range of participants.

3.6.4.5 *Triangulation*

Triangulation means making use of multiple and different sources and methods. This research used mixed-methods and multiple sources of information, including staff and head teachers to get different perspectives on the issues. The synthesis of the data show that similar patterns occurred across many schools in the questionnaire and in the interviews adding weight to the conclusions that can be drawn.

4 Chapter 4: Findings and Analysis

4.1 Introduction

This research sought to answer the following research questions:

1. To what extent and in what ways is Emotion Coaching considered useful to school staff?

2. What factors are perceived by school staff to be the facilitators and barriers to the effective implementation of Emotion Coaching in their schools?

In this chapter the results from both phases of the research are presented. Firstly, the results from the questionnaire phase are discussed. Findings are presented question by question beginning with the closed questions before moving on to the open questions from the questionnaire. The second and more substantial part of this Chapter focuses on the analysis from the multiple-case study phase of the research.

4.2 4.2 Results

4.2.1 Phase 1 – Questionnaire

4.2.1.1 Closed Questions

Questions one and two on the questionnaire were regarding basic information and data are therefore not included here.

Q3. To what extent do you feel the training helped you to understand the principles which explain why Emotion Coaching works? (1=provided no understanding at all/6=provided a very detailed understanding) (n=39)

On a scale of 1 to 6, 85% of respondents rated the level of understanding that their training provided them with as a 5 or 6, with 6 representing 'provided a very detailed understanding' of Emotion Coaching. See Figure 4 for a chart of these results.
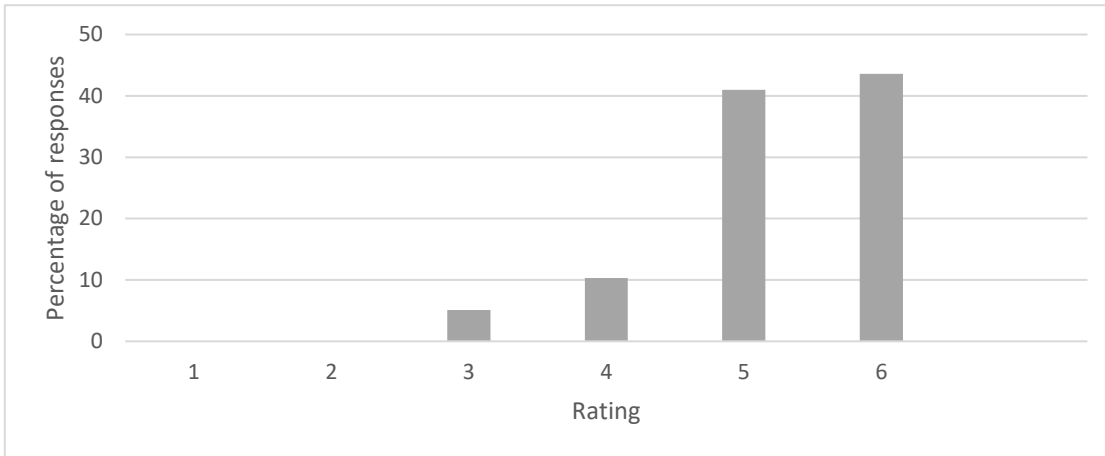
Figure 4: Q3 results

Q4. Following your training, how prepared did you feel to begin implementing Emotion Coaching? (1=not prepared at all/6=very well prepared) (n=40)

81% of respondents rated themselves a 5 or 6 for how prepared they felt to begin implementing Emotion Coaching following their training, with 6 representing 'very well prepared' and 1 representing 'not prepared at all'. It is interesting to note that staff seemed to feel a little more confident in their knowledge than they did in their preparedness. See Figure 5 for a chart of these results.
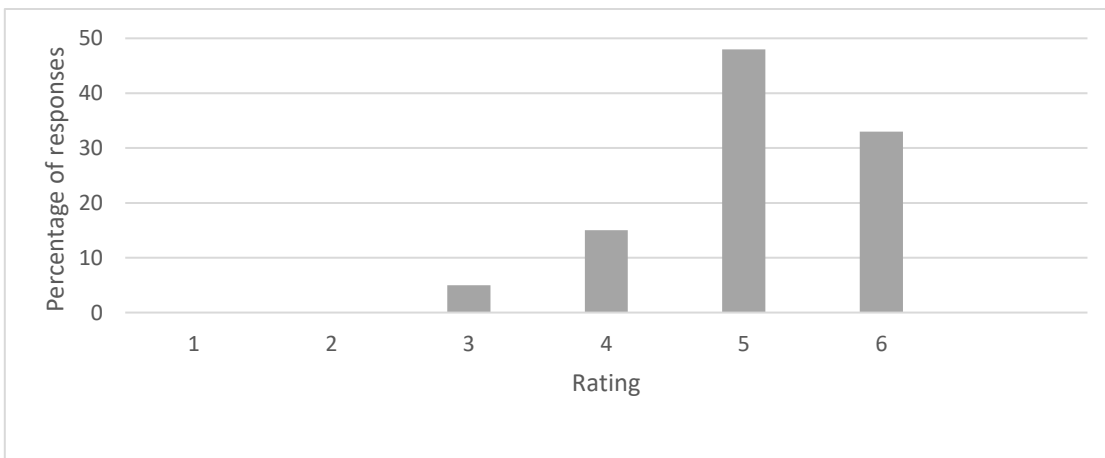
Figure 5: Q4 results

Q5. On a scale of 1-6, with 1 not relevant at all and 6 highly relevant, how relevant do you feel Emotion Coaching is to each of the following roles when engaging with children: head teacher; teacher; TA; parent? (n=40)

Generally, respondents felt that Emotion Coaching was highly relevant to all these roles with all relevance scores averaging more than 5.5 on a scale of 1-6.

Q6. Whether you take them or not, how often do you feel there are opportunities for you to use Emotion Coaching in your practice? (n=38)

82% of respondents recognised at least daily opportunities to use Emotion Coaching.

Q7. Emotion Coaching is a useful approach for professionals to use with children. (n=40)

98% of respondents agreed to some extent that Emotion Coaching is a useful approach for professionals to use with children with the majority strongly agreeing with this statement. See Figure 6 for a chart of these results.
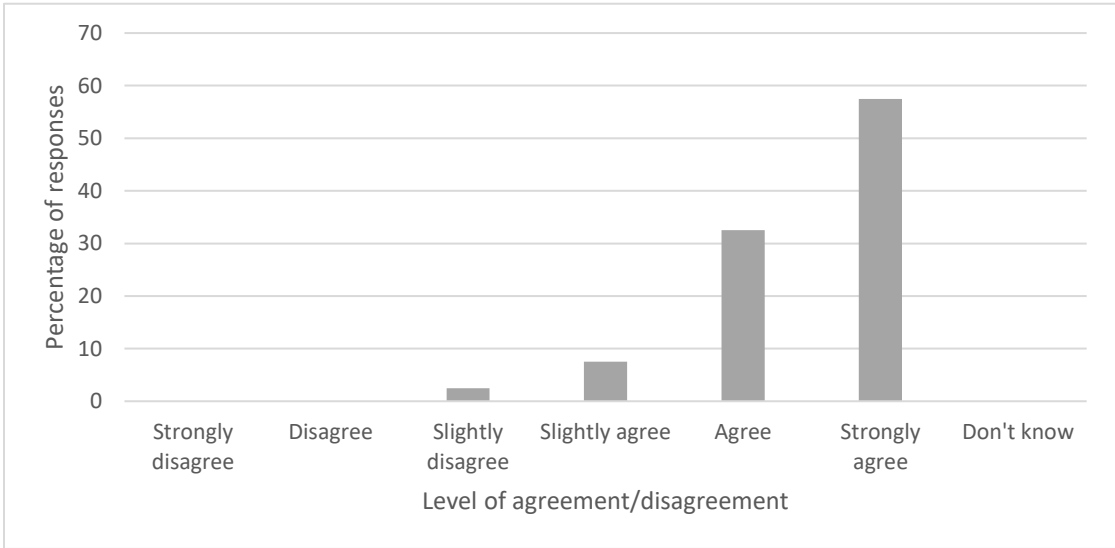
Figure 6: Q7 results

Q8. Emotion Coaching is a useful approach for parents to use with their children. (n=40)

88% of respondents agreed to some extent that Emotion Coaching is a useful approach for parents to use with children. See Figure 7 for a chart of these results.
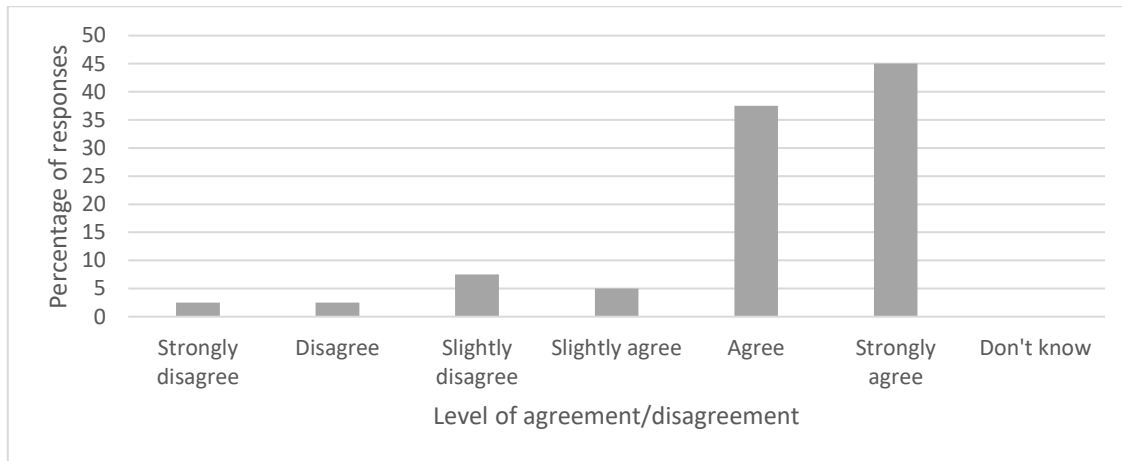
Figure 7: Q8 results

Q9. Which of the following statements best reflects the current level of engagement with Emotion Coaching in your school? (n=40)

Apart from two participants that indicated they were 'not sure', all participants perceived that Emotion Coaching had been implemented to some extent in their schools following the training and that it was still in use. Most respondents felt that 'some staff use Emotion Coaching and others do not' (53%) followed by 'Emotion Coaching is widely practiced across the school' (30%). Although we might expect more consistency in response to this question as it is about system-wide practice there was still some variation within each school of perceptions about how much Emotion Coaching was being used. For example, in School 5 one staff member reported that Emotion Coaching was widely used across the school whilst the others reported that it was only used by a few staff in the school. This may be related to different staff roles in the school and shows the importance of capturing a range of views as part of this research.

4.2.1.2   Open Questions

Q10. What factors helped you to implement Emotion Coaching?

Thirty-two members of staff provided a response to this open question and 29 responses were coded. One member of staff simply answered "all" and as this answer was too ambiguous to code, it was excluded from the data set. Another staff member stated that they had not tried to implement Emotion Coaching and another stated that they "tried it and it didn't work so can't comment". Table 5 presents the themes and subthemes which were identified.

Table 5: Themes and subthemes for Q10

Theme	Subtheme	Number of times coded	Definition
Training design	Quality initial training	12	Quality initial training to help develop understanding of EC and when to use it
	Use of EC scripts	7	Suggestions about how to word EC responses using the steps
	Use of examples	2	Hearing examples of how EC works in practice
Work environment	Resources	5	Having practical resources such as display boards or lanyards with steps on to refer to
	Manager or peer support	4	Support from members of the senior leadership team or EPs who are advocates of the approach
	All staff trained	1	All staff in the school taking part in the training
	EC fitting with school ethos	1	Linking EC to school values
The Emotion Coaching approach	Effectiveness	3	Using EC and seeing a positive impact on pupils
	Meta-emotion philosophy	2	Developing an understanding of emotions in yourself and others
Trainee characteristics	Natural coacher	1	EC approach comes naturally
	Further reading	1	Undertaking further reading to develop understanding

The initial training that staff received was perceived to be an important factor supporting the implementation of Emotion Coaching as it helped staff to develop a good understanding of the approach and when it might useful. Staff valued the use of scripts of the steps of Emotion Coaching and the use of examples. Aspects of the school environment

were also perceived to facilitate implementation including practical resources (lanyards with steps on, Emotion Coaching display boards) as well as support from managers and peers.

Q11. What factors made it difficult to implement Emotion Coaching?

Twenty-six members of staff provided a response to this question and 25 responses were included in the analysis as one member of staff responded "nothing, I find it works really well and is simple to implement". Some responses were coded more than once. Table 6 presents the themes and subthemes that were generated.

Table 6: Themes and subthemes for Q11

Theme	Subtheme	Number of times coded	Definition
Work environment	Time constraints	13	Lack of time for follow-up support and to use EC
	Inconsistency across staff	7	Lack of training for *all* staff and not all staff implementing it
	Interference in the EC process	1	When other staff interfere in the EC process
Trainee characteristics	Remembering language	3	Remembering how to use the approach including each step and the right sort of language
	Some staff inflexible	2	Staff struggle to change their mindset
	Emotional drain	1	EC is difficult to implement when you are feeling emotionally drained
	Not a natural coacher	1	EC not being a person's natural 'go to' response when dealing with children
Training design	No follow-up	1	No further follow-up training or support to develop practice
	Lack of practical activities	1	A lack of practical activities during the training
Child not responding		2	Children do not seem to be responding to the adults attempts to coach them

Many staff viewed the school environment as a key barrier to implementation with time constraints referred to the most often. A lack of consistency across staff was also perceived to be a key barrier and this was sometimes because all staff had not been trained and sometimes because staff chose not to use it. Trainee characteristics such as the ability to remember the language of the approach and aspects of the training including no follow-up support and a lack of practical activities were also suggested as barriers and in some instances, staff felt that children were not responding to the approach.

Q12. What further training or support do you feel would be helpful in order to help you develop your Emotion Coaching practice further?

Forty members of staff provided a response to this question and 34 unambiguous responses were included in the analysis. Some responses were coded more than once. Table 7 presents the themes and subthemes that were identified.

Suggestions about the nature of CPD formed the majority of responses to this question. For example, staff felt that further training sessions in Emotion Coaching and other related approaches would help them to develop their practice and staff wanted to observe good examples of Emotion Coaching.

Table 7: Themes and subthemes for Q12

Theme	Subtheme	Number of times coded	Definition
Continuing professional development	Further training	18	Refresher/more training in EC and other related approaches
	Implementation support	6	Discussions and feedback about how staff are using the approach
	Seeing 'experts' use EC	4	Seeing EC being practiced well in real situations
	Practice	3	More practice in role-play and real situations
	Exploring research	1	Exploring research into EC
Work environment	Resources	3	Resources which can support the use of EC
	More time	1	More time in school to implement EC
Working with parents		2	Training and working with parents to use EC

Practice and feedback on use of the approach was also thought to be helpful. Some staff thought that training parents to use Emotion Coaching would help to develop their own practice as children would be more used to the approach.

4.3 Phase 2 – Multiple-Case Study

The thematic analyses from the second phase of the research are now presented. In the interest of space, only the most prominent themes and subthemes or those which capture a particularly important point are explained in more detail in the sections below.

4.3.1 School A Key Information

This junior primary school has around 200 pupils on roll. It was rated 'good' overall at its most recent short Ofsted inspection in 2018. There are eight classes across Years 3 to 6. It is located in a village just outside of a market town in the East Midlands. Most pupils are from White British backgrounds and the proportion of pupils who speak English as an additional language is about average. Around 12 percent of pupils are eligible for free school meals and 17 percent are eligible for pupil premium funding, which is below the national average. The proportion of pupils with SEND is around one in eight, which is also below average. The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress. Ofsted recognised that safeguarding and governance are effective.

Key information about the training School A received can be found in Table 8. There had been a high level of engagement with the Emotion Coaching approach from the SLT in this school. Since the training the head teacher had explicitly incorporated Emotion Coaching as the underlying principle for their 'Behaviour and Relationships Policy', making references to how Emotion Coaching informs the policy throughout the document. The head teacher also included the use of Emotion Coaching in their Ofsted Self-Evaluation Form which school leaders use to reflect on the school prior to an inspection. The use of Emotion Coaching was also included in the monitoring schedules which meant that the SLT regularly reviewed staff use of Emotion Coaching alongside more traditional aspects of teaching and learning. Finally, the SLT had made lanyards which included a summary of the steps of Emotion Coaching meaning that all staff had a prompt with them at all times.

The SSIs with staff took place approximately 14 months after the initial training.

Table 8: Training information for School A

Training aspect	Delivery
Date of training	September 2018
Length of training	Three hours over one day
Trainers	One EP accredited by ECUK
School link EP involved?	No
Method of delivery	PowerPoint presentation of 88 slides
Learning objectives	1. Raise awareness of the physiological basis of Emotion Coaching 2. Raise awareness of the theoretical basis for Emotion Coaching 3. Develop understanding of different emotional styles relevant to Emotion Coaching 4. Understand and have experience of the techniques involved in Emotion Coaching 5. Reflect on own practice with respect to Emotion Coaching
Strategies employed	• Learning theory underpinning approach • Skill practice – set example, not personal • Behavioural modelling – positive examples • 3 hands-on activities
Related training undertaken	• Application of attachment theory training – whole-school • Enhanced attachment theory training - SLT
Follow-up sessions completed by internal staff	None
Follow-up sessions completed by EP	None

4.3.1.1 *School A Semi-Structured Interview Data for RQ1*

<u>To what extent and in what ways is Emotion Coaching considered useful to school staff?</u>

The thematic analysis of the interview data in relation to this research question identified four overarching themes. Further information about the themes and subthemes can be

found in Table 9. A fuller explanation including quotes from the analysis which illustrate these themes and subthemes can be found in Appendix 15.

Theme 1 – Positive impact on children

Staff discussed various ways in which Emotion Coaching impacted positively on children in the school. The subtheme 'empowers children to make better decisions' refers to comments from most staff about the way in which using an Emotion Coaching approach helps children to develop skills to regulate their own behaviour. This was contrasted with telling children what to do and more traditional behaviourist methods of behaviour management where negative consequences are put in place to deter children from certain behaviour. Sanctions were viewed as ineffective:

> *"I think it's very helpful, particularly for those children who perhaps would not have seen where they've gone wrong previously where they've just had sanctions put in place and there's been no, almost no explanation as to why. You know they see that they've done something 'naughty' in inverted commas but actually this helps them understand perhaps the behaviour behind it" (P5)*

Instead, Emotion Coaching was seen as a way to help children reflect on their behaviour, solve problems and consider what they could do differently next time.

Staff also felt that Emotion Coaching helped children to develop emotional acceptance, awareness and regulation and this was captured in the subtheme 'supports emotional development'. One staff member felt that *"we don't get as many…emotional outbursts" (P7)* and they liked:

> *"…the fact that…it allows children to actually understand and name emotions that they are feeling" (P1)*

Supporting emotional development is one of the aims of Emotion Coaching and as outlined in the literature review, developing emotional competence is a key factor in our mental health and wellbeing.

Table 9: School A theme and subtheme descriptions for RQ1

Theme (total no. of codes)	Subtheme	No. of p.'s who refer to subtheme	No. of times coded	Definition
1. Positive impact on children (35)	Empowers children to make better decisions	5	19	Using an EC approach with children helps them to make more positive and considered decisions rather than just telling them what to do or punishing them
	Supports emotional development	6	13	Using an EC approach helps children to develop emotional acceptance, awareness and regulation skills
	Supports social skill development	2	3	Using an EC approach helps to develop social skills
2. Positive impact on staff approach (33)	Increases empathy for children	6	14	Staff take more time and effort to see things from a child's point of view and try and understand them better
	Looking beyond behaviour	4	12	Staff try to focus on the feelings that may be driving children's behaviour rather than only on the behaviour itself
	Talk to children in different way	2	4	Staff talk to children differently
	Giving children time to de-escalate	2	3	Staff give children time to calm down before addressing issues
3. Wide range of applications (19)	Useful with a range of people	5	9	EC can be used with children and adults, including staff both in professional and personal lives
	Useful in a range of situations	5	10	EC can be used in a range of different situations including friendship difficulties, responding to incidents and proactively managing children's emotions
4. EC is helpful and widely used (10)	/	4	10	EC is viewed positively by school staff and many of them are using it

Emotional competence is strongly related to our ability to form positive relationships with others and linked to this some staff also recognised, although to a lesser degree, that Emotion Coaching supports the development of social skills:

"if those youngsters can talk about their emotions hopefully, they are going to have positive relationships when they are older, so it is a longer-term thing" (P7)

"…I think it also helps to understand another person's point of view, even if you're in conflict with them…" (P1)

Theme 2 – Positive Impact of Staff Approach

This theme relates to the ways in which staff feel Emotion Coaching helps them to think about and approach children and situations differently. Receiving the training and implementing Emotion Coaching had been quite transformational for some with one staff member reporting that it had had a massive impact and another reporting that she felt touched by and quite emotional during the training as she got to grips with how important emotions are in our lives. Many staff felt that Emotion Coaching increased empathy for children, and empathy is an important part of the approach. One staff member recognised that children can get upset about things which do not seem important to adults: *"it can seem something quite simple to us but it's big to them isn't it" (P2)* and that empathy is really important:

"if I give someone a bit of my time and some empathy and I actually don't have to do a lot else, they can do the rest…"(P4)

Increased empathy for children helped adults to see things from children's point of view and helped reduce emotion dismissing or disapproving thoughts and reactions:

"Yeh I think before you may take the approach, look it's okay you know, not brush over it but you would be a little bit - come on, this is fine, is fine, and now you just take a step back and think about what could be going on here…I think you take a little bit more empathy don't you towards a situation" (P3)

The subtheme 'looking beyond behaviour' builds on the idea of increased empathy to some extent because it involves considering what might be causing a child to act in a certain way, recognising difficult emotions and situations the child may have experienced. One staff member said she started wondering why children were doing things rather than

just telling them to stop and another reflected on the difference in their approach before and after their training:

"…I think I perhaps would have gone with the behaviour…a lot more and I perhaps wasn't trying to understand that the behaviour was expressing an emotion" (P4)

This staff member talked about how this had helped her to construe children differently:

"…I've got children in my class now that are quite difficult, but I don't find them difficult really because I just see beyond what they're presenting to you on the surface and I look beyond" (P4)

This shift in thinking had been quite transformational to this staff member's practice and had helped to reduce her own stress and dysregulation in challenging situations. This demonstrates one way in which Emotion Coaching can contribute to the wellbeing of staff.

Two staff members also noted that they had changed when they spoke with children, represented in the subtheme 'giving children time to de-escalate'. One staff member talked about helping to calm children down if they were dysregulated and talked about sensory activities that she used to help this. Another staff member talked about leaving children to calm down on their own:

"… you have to almost defuse the situation first and then perhaps go back to it. It might be right, come in, sit down, I'm going to leave you for a little bit just to have a think. And then you might go back to them" (P5)

It is advocated within the Emotion Coaching approach that you should not try to rationalise, or problem solve with highly dysregulated children and young people. However, whilst leaving children to calm down on their own can sometimes be an effective approach to helping them regulate, it is important that adults co-regulate with children who are not able to do this by themselves.

Theme 3 – Wide range of applications

Subthemes were identified in which staff suggested that Emotion Coaching was 'useful with a range of people' and 'useful in a range of situations'. Over the course of the interviews staff shared many examples of how and when they had used Emotion Coaching in their practice. They talked most often about when they had used Emotion Coaching in response to a difficult situation with a child such as when giving them first aid.

Staff also talked about using Emotion Coaching in a preventative way with children. In this school certain times had been allocated for 'check-ins' when children could talk to staff about how they were feeling. There was discussion about being more aware of children's emotional state and noticing when things might be getting difficult them which is an important part of Emotion Coaching.

One common area in which staff applied Emotion Coaching was in response to social difficulties with friends and peers on the playground. They recognised the challenge that unstructured time posed for children and the impact of emotional dysregulation when children came back to the classroom. Staff had reflected how friendship difficulties were a recurring problem, particularly in one year group and in response they developed an approach known as the 'friendship code'. The friendship code, based upon the steps of Emotion Coaching and the high empathy high guidance principles, was a series of steps for staff to use to respond to children who were having problems with their friends. The high empathy, high guidance approach helped to develop a more consistent approach from staff.

As well as applying Emotion Coaching with children, two participants also used it effectively with other staff. One reported:

> *"I use it with staff…it's great with staff…and a lot of it is just sit back and let them offload without saying 'don't be daft', 'that's not important'" (P7)*

Comments like this highlight the generic value of Emotion Coaching and show how it can benefit everyone in the school community, not just children and young people.

Theme 4 – Emotion coaching is helpful and widely used

This final theme captures positive comments from staff about Emotion Coaching and how widely it is used in the school. All staff felt that Emotion Coaching was a useful approach, and many were very enthusiastic about it. Comments included:

> *"emotions coaching is fantastic" (P7); "…it's amazing" (P3); "…I whole heartedly think that it's an excellent thing to implement and I think the children benefit" (P5)*

Staff felt that it had been widely used with the head teacher reporting that he knew all the teachers were using it to some extent.

4.3.1.2 School A Semi-Structured Interview Data for RQ2

<u>What factors are perceived by school staff to be the facilitators and barriers to the implementation of Emotion Coaching in their schools?</u>

Five over-arching themes were identified in relation to this research question during the thematic analysis. Table 10 contains definitions for each subtheme and shows further frequency information in relation to the subthemes. Appendix 16 contains more information and illustrative quotes in relation to this analysis.

<u>Theme 1 – Nature of the school environment</u>

The school environment appeared to be a key factor affecting the implementation of Emotion Coaching. All participants made reference to the subtheme 'pressures on staff' with almost all of the 29 references indicating that the pressures of the school environment acted as a barrier to implementation. There was recognition that Emotion Coaching is a very long-term process and that staff need to be prepared to invest time in it. However, staff also felt as though time was always short because of the high level of expectation on them:

> *"time is ridiculous isn't it, time, what, where does the time go? Time is always a struggle; you have to pack so much in" (P3)*

Time constraints seemed to lead to practical pressures around actually using the steps of Emotion Coaching with a child if they were dysregulated. Several staff mentioned needing to emotion coach children after lunchtime but also needing to get the rest of the class settled or off to assembly and that this balance was difficult. There was also recognition amongst some staff that feeling pressured could sometimes lead to them becoming dysregulated themselves and impact on their ability to emotion coach others:

> *"if I'm sitting there stressed because I haven't got the time, or I've struggled to find a room to occupy it it's just not conducive to the thing we are trying to do is it?" (P1)*

Table 10: School A theme and subtheme descriptions for RQ2

Theme (total no. of codes)	Subtheme	No. of p.'s who refer to subtheme	No. of times coded	Definition
1.Nature of the school environment (38)	Pressures on staff	7	29	Working in a school is stressful and demanding and there are constant pressures on time and space. These pressures are a key barrier to the effective implementation of EC
	School ethos and approach	4	10	When EC is in line with the general approaches and ethos of the school, it makes it easier to implement
2.Individual differences between staff (33)	Perceptions of EC	5	11	Staff perceptions of the approach can affect their implementation of EC. This may include perceptions about the scope of EC and who it does and doesn't work with and also seeing the benefits of EC and perceiving it as worthwhile
	Experiences in personal life	4	8	Personal experiences including having your own children and connecting with EC on a personal level due to own life experiences can help you to understand and implement EC
	How natural the EC approach is	2	6	EC comes more naturally to some people than others leading to increased confidence and use
	Knowing children well	2	3	Knowing the children you are trying to Emotion Coach means you can use EC more effectively
	Being in a support role	1	3	Having a support role in school means you have more time and opportunities to implement EC
3.Consistency of approach across staff (26)	All staff on board with approach	3	16	The whole staff including SLT and lunchtime supervisors need to be on board and using the approach. This can however be more difficult when new staff join the school

Theme (total no. of codes)	Subtheme	No. of p.'s who refer to subtheme	No. of times coded	Definition
	Lanyards with steps on	3	3	Having the steps of EC printed and put into the lanyards that all staff wear so that they are there to refer to when needed and to help ensure a consistent approach
	Putting EC into policies	3	5	Incorporating EC into policies and other organisational documents
	SLT enforcing use of EC	2	2	SLT actively ensuring that all staff are using EC
4.Quality training and support (14)	Follow-up training and support	4	9	Refresher sessions and formal and informal follow-up support from managers and other staff such as sharing practice or modelling the approach
	Quality initial training	1	3	Staff enjoyed the initial training and found aspects of it particularly useful including the use of videos and scripts
	Undertaking attachment training	2	2	Undertaking training on attachment and brain development supports an understanding of EC
	Further training and reading	2	2	Undertaking more detailed or higher-level EC training and further reading
5.Language used in approach (3)	/	1	3	For children who use sign language the language used in the approach can make it difficult to implement e.g. signs for emotional vocabulary may not be known by the child or staff member

However, there was one staff member who felt that using Emotion Coaching was a wise use of time in the short-term, as they felt that it can help save time in the long run:

"it's that longer term isn't it…it is all about time, I get that, but sometimes perhaps those five minutes would have dealt with the situation and it's not impacting then on something else" (P5)

This staff member felt that it was important to ensure that everyone was ok and ready to learn but they were not sure that other staff saw it that way:

"I would say as well that that few minutes at the beginning of the lesson if you can steady it, it just means that everybody is happier, and I think they are important things. I'm not entirely convinced that everybody sees that…because they see it as I've got to start my lesson, I've got to finish my lesson on time" (P5)

'School ethos and approach' was the second subtheme identified as important to the implementation of Emotion Coaching. Staff in the school felt that Emotion Coaching fitted with the child-centred ethos and the general approach of the school where staff tended to be supportive of children if they were struggling with an issue or not behaving as they might expect. There was recognition that this facilitated the implementation of the approach:

"…because the whole school is on board and it is part of the ethos of the school, it makes it easier…" (P4).

Theme 2 – Individual differences between staff

This theme captured the individual differences that exist between staff based on both their personal and professional experiences. The subtheme 'perceptions of the Emotion Coaching approach' related to comments which highlighted how varying perceptions of Emotion Coaching affected staff's use of the approach. In some cases, positive perceptions of the benefits of the approach led to increased use. These views were informed by experiences where Emotion Coaching had been used and was deemed to have been an effective strategy. However, even among staff who had used Emotion Coaching successfully at times, there were perceptions that there were some children for whom Emotion Coaching does not 'work' or who are less receptive to the approach. This was thought to be related to either their difficult family backgrounds or needs such as ADHD.

It was interesting that all explanations for ineffectual use of Emotion Coaching was put down to characteristics of the child or the approach itself.

Another difference in the way staff perceived Emotion Coaching was the difference between Emotion Coaching as a tool (i.e. the steps) and Emotion Coaching as a holistic approach. One staff member recognised that if you only view it as the former, this could be a barrier to implementation:

> *"Interviewer: is there anything that's made it harder to implement Emotion Coaching, any particular barriers?*
>
> *Participant: I guess just if people see it as just a checklist" (P4)*

The second subtheme 'experiences in personal life' encompasses aspects of staff members lives away from the school setting which seem to have a bearing on how they understand and implement Emotion Coaching. Staff spoke about how experiences such as having counselling or a traumatic event in the family meant that they connected on a personal level with the approach and this helped them see the importance of it:

> *"What I do remember inside was feeling quite emotional about some of it you know like, I'm cross I can't remember what…because it personally, just personally sort of touched me. I thought yeah this is so important" (P1)*

Several staff members made reference to having their own children and how this had helped them to implement Emotion Coaching: *"having my own children obviously helps and having that experience helps" (P2)*. The idea that Emotion Coaching is easier to implement with your own children relates to the subtheme 'knowing children well'. Staff made several comments that knowing the children you are working with well makes it easier to implement Emotion Coaching. When we know children well, it is easier to attune to them and how they are feeling. Difficulties attuning to children may contribute towards staff perceptions that Emotion Coaching does not work with some children.

Somewhat related to the above theme, the implementation of Emotion Coaching was also affected by how natural the Emotion Coaching approach is. For some staff members Emotion Coaching felt very natural: *"I'm quite happy with it because I feel it's something that as I say, it's quite natural"* (P5) and there was recognition that the empathy required for the approach varies between people:

"I think perhaps, perhaps the empathy levels are maybe different for certain people. But that's, that's a personal, it's a very personal thing isn't it really" (P5)

It was recognised that these personal differences impact on our ability to implement the approach.

Theme 3 – Consistency of approach across staff

This theme captured staff views relating to how consistently and in what ways Emotion Coaching is used by all staff in the school. It also includes factors which are perceived to help and hinder consistency. The first subtheme 'all staff on board with approach' reflects the view that it is beneficial for all staff to use Emotion Coaching. It is acknowledged that a lack of consistency would cause problems:

"…if you were one person in a school and you were trying to implement it and everyone else was a bit like 'what are you doing? 'I just don't know that you would see an impact really…I think it would make it really tricky" (P4)

But also, that consistency across staff is difficult to achieve due to individual differences between staff:

"I think the biggest barrier is…staff trying to have the same understanding of it, a shared understanding and your understanding of it will be different to somebody else's understanding so you've got to respect that, but it's sort of how…with every member of staff, if you think who is in the mix, staff, children, parents you know, it's massive isn't" (P4)

Lunchtime supervisors were identified as a particular staff group where consistency is difficult to achieve as they are not always able to attend staff training and may find implementing Emotion Coaching in the context of a busy playground difficult. Training for new staff members was also seen as a barrier to staff consistency as staff were not sure how to access training for individual new starters.

'Lanyards with Emotion Coaching steps on' was the second subtheme and reflected how staff had found it beneficial to have the steps of Emotion Coaching printed on the back of their lanyards. This meant that they could refer to them when needed to help promote consistent language. Some staff felt that this was more beneficial when they first started using Emotion Coaching but as their practice progressed it became less important:

"I did use it at the beginning, yes I did use it at the beginning, I don't so much now because I think, it, I just feel right doing this" (P1)

Other organisational factors which were recognised to promote staff consistency were 'putting Emotion Coaching in policies and other documents' and 'SLT enforcing use of Emotion Coaching'. The school had explicitly incorporated Emotion Coaching in to their Behaviour and Relationships Policy, making it the central underlying feature with several references to the approach throughout the policy. Two staff made reference to 'reflection sheets' that were introduced following the training which are designed to help children reflect on challenging situations. The school had also included Emotion Coaching in their Ofsted Self-Evaluation Form. The SLT enforced the use of Emotion Coaching and included it on their monitoring schedules which was viewed as beneficial:

"(Head Teacher) is very good…he always puts these things to us and makes sure we do it" (P3)

It was seen as important to challenge staff who chose not implement Emotion Coaching and expect that everyone got on board with the approach. An active approach to implementation by managers is an important facilitating factor when it comes to training transfer and programme implementation.

Theme 4 – Quality training and support

This theme was constructed based on staff comments about the training and support they had received. Follow-up training and support seemed to be particularly important with many staff suggesting that a 'refresher' session would help them to implement Emotion Coaching, although this was not something that the staff had already had. There was one member of staff on the SLT who some staff said that they went to for support and advice around implementing Emotion Coaching or if they were having difficulties with particular children which they felt was beneficial to their practice.

4.3.2 *School B Key Information*

School B is also a junior primary school and has around 240 pupils on roll. It was rated as 'good' at its most recent short inspection in 2018. There are eight classes across Years 3 to 6. It is located in a large Market Town in a shire county in the East Midlands and the

majority of its pupils are White British. The proportion of pupils who speak English as an additional language is above the national average. Around 14 percent of pupils are eligible for free school meals and a quarter are eligible for pupil premium funding which are at or just below the national averages. About a sixth of pupils receive additional support because they have SEND which is above the national average. Ofsted recognised that they promote a strong culture of safeguarding and that sporting and other after-school clubs are noted as a key feature of the school.

Key information regarding the training School B received can be found in Table 11. The school's initial training was in line with the recommended level of training by Emotion Coaching UK. Two refresher sessions for teachers had been led by the SLT for teachers to serve as a reminder and one similar session had been run for support staff. Staff characterised their school as serving a community in which there was a high level of deprivation and recognised the impact of family circumstances on the social and emotional needs of the children at their school. Some staff in the school were passionate about the use of Emotion Coaching to support these needs. The head teacher reported that the behaviour policy had been "tweaked" so that it incorporated aspects of Emotion Coaching, but it does not explicitly refer to the approach. It seemed as though Emotion Coaching was mainly viewed by the SLT in this school as a targeted approach for those with social and emotional difficulties, rather than as a universal approach. There was evidence that other staff shared this view and implemented Emotion Coaching as a targeted approach, for example, for those with identified SEMH needs during their intervention time.

The SSIs took place approximately eight months after the initial training that staff received. This meant that School B was around six months behind in their implementation journey compared to School A and had had less time to embed the approach.

4.3.2.1   *School B Semi-Structured Interview Data RQ1*

To what extent and in what ways is Emotion Coaching considered useful to school staff?

The analysis for the second school identified four over-arching themes for this question. Table 12 shows descriptions for each subtheme and the frequency that each was

mentioned by participants. Further information about the themes and subthemes including illustrative quotes from the analysis can be found in Appendix 17.

Table 11: Training information for School B

Training aspect	Delivery
Date of the training	April 2019
Length of training	Six hours over one day
Trainers	Two EPs accredited by ECUK
School link EP involved?	Present at training
Method of delivery	PowerPoint presentation of 61 slides
Learning objectives	1. To provide an overview of the neurological and relational basis of emotions and emotional regulation 2. To provide an overview of the benefits of Emotion Coaching and how relationships between children and adults affect behaviour 3. To consider aspects of attachment theory relevant to Emotion Coaching and consider how you can use this strategy with children (and adults!)
Strategies employed	• Learning theory underpinning approach • Behavioural modelling – positive and negative examples • Eight hands-on activities
Related training undertaken	• Application of attachment theory training – whole-school • Enhanced attachment theory training – SLT and family support worker • Emotional regulation training – whole-school • Solihull Approach training – family support worker
Follow-up sessions completed by internal staff	• Two internal formal follow-up sessions with teachers by head teacher • One formal follow-up session with teaching assistants and other support staff led by line managers
Follow-up sessions completed by EP	None

Theme 1 – Wide range of applications

Two subthemes were identified in this theme from the staff discussions about the wide range of ways in which they use Emotion Coaching: 'useful with a range of people' and 'useful in a range of situations'. Staff discussed their use with children most often but there

was also mention about use with other staff and with parents. One staff member reported using the approach with parents but also helping parents learn how to use it with their own children and this was reported to have been helpful for parents.

In terms of different situations to use Emotion Coaching in, one staff member reflected that it can be useful in any situation:

"I think sometimes [other staff] are looking for the huge behaviour to use it on when actually from my point of view it can be used if they have fallen out with their sister, if they've got a cut on their hand, if they've got a scrape on their knee. Whatever it is, actually, that 'I understand how you feel approach' works all the time" (P5)

This staff members view seemed to be reflected in another staff members comment about an example of when Emotion Coaching was not needed:

"if you get you know a Year 6 boy who has fallen out with his mate over football when he was trying to pull a fast one then you know, I'll still say 'stop it' or 'pack it in' or you know" (P6)

Views about when Emotion Coaching is and is not necessary seemed to be related to the needs of children and this is discussed further in relation to RQ2 as a barrier to full implementation.

The range of situations where Emotion Coaching had been reportedly used included responding to a distressed child, helping recognise "nice" feelings, using pro-active check-ins and teaching parents to use it. This whole theme demonstrates how broadly applicable the approach is in relation to everyone in the school community.

Theme 2 – Emotion Coaching is helpful and widely used

This was identified as a theme in itself and it captures positive comments about the approach as well as comments regarding its use across the school. Staff said the approach was *"…very useful and (they had) seen a big impact" (P1)*, that teachers found it beneficial and that it 'worked'. Staff felt that it was embedded across the school with one estimate suggesting that around 70 percent of staff were using it on a daily basis. This was actually very close to the survey data for this school which suggested 69 percent of staff were using it at least daily. Another staff member talked about how she had heard children emotion coaching each other and also the site supervisor emotion coaching children, despite the

fact that he had not attended the training. If those who had not been explicitly taught about Emotion Coaching were picking it up from staff, then this suggests a high level of use across the school.

Table 12: School B theme and subtheme descriptions for RQ1

Theme (total no. of codes)	Subtheme	No. of p.'s who refer to subtheme	No. of times coded	Description
Wide range of applications (27)	Useful with a range of people	6	15	EC can be used with both children and adults, including staff and parents
	Useful in a range of situations	5	12	EC can be used in a range of different situations including teaching parents to use it, responding to incidents and proactively managing children's emotions
EC is helpful and widely used (16)	/	6	16	EC is viewed positively by school staff and many of them are using it
Aspects of approach that are useful (14)	Empathy	2	7	Empathy is an important part of EC
	Giving children time to de-escalate	2	4	EC advocates allowing time for a child to de-escalate where possible before limit setting and problem solving
	Limit setting	2	2	It is still important to set limits on behaviour where necessary
	Problem solving	1	1	Once a person's feelings have been validated, you can move on to problem solving and thinking about steps forward
Positive impact on children (8)	Supports emotional development	3	5	Using EC helps children to recognise a range of emotions and helps them to regulate
	Builds self-esteem	1	1	Using EC helps to build children's self-esteem
	Help reduce absence	1	1	An EC approach creates a positive environment in school which helps to reduce absence because children want to attend
	Helps build relationships with children	1	1	Using EC with children can help you to build relationships with them

One staff member was surprised to learn from another colleague when they completed the online questionnaire together that they did not use Emotion Coaching anywhere near as frequently as she did. This staff member felt that she used Emotion Coaching all of the time.

Theme 3 – Aspects of the approach that are useful

This theme relates to different aspects of the steps of Emotion Coaching which staff either explicitly or implicitly referred to as being useful to their practice. 'Empathy' was one aspect which staff liked about Emotion Coaching. Two staff members recognised that empathy and seeing things from a child's point of view was important and for one member of staff this was a distinct feature of Emotion Coaching:

> *"the actual empathy bit of it, that was the most important thing for me that I thought that's the bit that I hadn't got before if you see what I mean. That feeling of disappointment and anger, it doesn't matter what the disappointment or anger is about, the feeling is still the same so yeah that was something special" (P5)*

Given the centrality of empathy to the Emotion Coaching approach, it is somewhat surprising that it was not mentioned or referred to by four of the six participants. Also, out of the seven references, six of them were from one member of staff showing that it seemed very important for them and perhaps not so central for the other staff member who mentioned empathy.

Two staff mentioned 'giving children time to de-escalate', ensuring they have a chance to calm down in moments of heightened emotional arousal before setting limits and problem-solving with the child (where possible). The same subtheme also emerged from the analysis for School A. Whilst advocated by Emotion Coaching, there was further discussion there around the appropriateness of leaving children to de-escalate alone, which seemed to be what these staff in School B were doing.

Theme 4 – Positive impact on children

This theme captures staff views that Emotion Coaching has a positive impact on children, mainly with regards to supporting their emotional development. This included developing awareness of both helpful and unhelpful emotions and developing strategies with children

to manage their emotions like breathing exercises. It is interesting that there were many more references to situations in which staff thought Emotion Coaching was helpful than there were to the *ways* in which it was helpful. There was one staff member who recognised that Emotion Coaching helps to build better relationships.

4.3.2.2 *School B Semi-Structured Interview Data for RQ2*

<u>What factors are perceived by school staff to be the facilitators and barriers to the implementation of Emotion Coaching in their schools?</u>

Five over-arching themes were identified in relation to this research question during the thematic analysis. Table 13 contains definitions for each subtheme and shows further frequency information in relation to the subthemes. Illustrative quotes for each subtheme can be found in Appendix 18.

<u>Theme 1 – Quality training and support</u>

This first theme highlights the positive impact of training and support on the implementation of Emotion Coaching. The first subtheme, which staff referred to the most often, was 'follow-up training and support'. This subtheme was discussed mainly as a facilitator to implementation and captures comments from staff about refresher training sessions and formal and informal support systems within the school. This school had formally revisited Emotion Coaching as part of their staff meetings and staff felt that further refresher sessions would be helpful. One staff member felt that you could not do refresher training too often and mused about having regular refresher sessions as a requirement like with other training packages such as Team Teach. Sharing practice with other staff and seeing Emotion Coaching being modelled, especially by the SLT, were also suggested as helpful. One staff member suggested that they would like more opportunities to share practice:

> *"perhaps opportunities just to perhaps, more in-house sharing if people have got…strategies that they have used which have been successful or not - I suppose is just as important" (P3)*

Table 13: School B theme and subtheme descriptions for RQ2

Theme (total no. of codes)	Subtheme	No. of p.'s who refer to subtheme	No. of times coded	Description
1.Quality training and support (51)	Follow-up training and support	6	24	Refresher sessions and formal and informal follow-up support from managers and other staff such as sharing practice or modelling the approach
	Quality initial training	5	19	Staff spoke highly of the initial training that they received and commented on aspects that they had found particularly useful e.g. scripts, learning theory, MEP questionnaire
	Completed related training	4	8	Previously completing training on related approaches/issues such as attachment or emotional regulation
2.Nature of the school environment (30)	Pressures on staff	5	21	Time and space are very limited in the school environment making it a demanding environment. Having a TA in the room was perceived to alleviate this pressure to some extent and meant that EC could be used in the classroom more
	School ethos and approach	4	10	The school has an ethos and uses approaches which prioritise the wellbeing of pupils
3.Individual differences between staff (29)	How natural the EC approach is	5	11	EC comes more naturally to some people than others leading to increased confidence and use
	Knowing children well	4	10	Knowing children well supports implementation
	Being in a support role	3	5	Support staff tend to use EC more because the nature of their role gives them more opportunities

Theme (total no. of codes)	Subtheme	No. of p.'s who refer to subtheme	No. of times coded	Description
	Change in approach is difficult	3	3	Being open to trying new approaches is helpful but change can be difficult
4.Perceptions of EC (9)	Only using it for big incidents	2	3	Suggestions that although EC can be used in any situation some people may think it's only needed in response to big incidents
	Only useful for vulnerable children	1	3	Comments to suggest that EC was only useful for particularly vulnerable children
	Some children not receptive to EC	2	2	Believing that there are certain children who do not respond to an EC approach
	EC perceived as soft approach	1	1	Staff may be reluctant to implement EC if they believe it is a soft approach to behaviour
5.Consistency of approach across staff (7)	All staff on board with approach	4	6	The whole staff including SLT and lunchtime supervisors need to be on board and using the approach
	Putting EC into policies	1	1	EC had been put into the school-wide behaviour policy

Interestingly two staff members made reference to the school taking part in the research, suggesting that this had led to more awareness and conversations about the use of Emotion Coaching.

The second subtheme was about the 'quality initial training' that staff had received. Staff spoke positively of the training and highlighted aspects of the training that were valuable. For example, several participants felt that learning about the theories underpinning Emotion Coaching was beneficial:

> *"I think having that background knowledge of why it's so important to do and how their brains work etc. is vital. And you are not just telling somebody this is what you need to do, they've got an understanding of why somebody is doing it and why you should be, you know, why it's helpful" (P2)*

Others referred to the example scripts for the steps of EC:

> *"I think it just gave you more confidence really because you looked at the script things and it gave you more of an idea of how you can implement it" (P4)*

Staff from the SLT had also found the requirement for the whole staff to complete a questionnaire about their own meta-emotion philosophy prior to the training a useful prompt for them to talk to staff about the training prior to the training day.

The final subtheme, 'completed related training', captures comments from several staff where they linked the Emotion Coaching approach with other training that they had completed. This included attachment theory and emotional regulation training and they viewed the training in other areas as beneficial to their implementation of Emotion Coaching. However, there was no elaboration of how the related training was beneficial.

Theme 2: Nature of the school environment

In this school, the nature of the school environment also seemed to be an important factor with the same subthemes emerging for School A and School B. The first subtheme, 'pressures on staff', was constructed from staff views about the *"absolute…strains and stresses of school life" (P6)* where:

> *"you get so much thrown at you all of the time…we get so many different things coming in all the time, this new scheme, that new scheme" (P5)*

There seemed to be added pressure due to statutory tests too:

"with the wealth of everything you know, you have the training and then everything else and I suppose from a year 6, we've got the Year 6 SATs and all the extra Year 6 stuff going on as well" (P3)

Staff talked about the time constraints and the pressures they faced and reflected that Emotion Coaching could not be a timetabled intervention. However, they felt this may be a barrier:

"It's not 9:45 it's time for Emotion Coaching for five minutes, it's something that has to be there all the time…I think the downside is that sometimes [other staff] want to do it as that slot of time which obviously it doesn't work" (P5)

Staff felt that having a TA in class helped to some extent because the TAs could attend to emotionally dysregulated children whilst the teachers got on with other things such as registration. However, one member of staff discussed the competing demands for support staff too:

"Your TA and your teacher do it (pastoral care) but because of the time constraints and the things that you've got to do: your data, you've got to do this, you've got to do that, you've got to put in your interventions, you've got to do this, I haven't done my number bonds to 10 with the child that I was supposed to be doing with them because actually I've been dealing with the emotional issue from the other child that isn't on my IEP…but you know at some point somebody is going to go 'you've not done those number bonds to 10 for the last 3 days'" (P5)

The pressure on school staff due to the demands of the curriculum and a long to do list came across quite clearly and a lack of time was perceived to be a barrier to implementing Emotion Coaching by most staff. However, there was one staff member who was not a teacher who reflected that Emotion Coaching does not take more time than more traditional approaches:

"I would rephrase what I'm doing. It takes as many words to me but I think teachers are worried that they haven't got that time but it's things like, you are about to throw a chair across the room – it is easier to say 'I'm worried you might get hurt, chairs are heavy, they are sharp' rather than 'you are going to hurt everybody' you know it's just, just a rephrase not necessarily more time" (P1)

Although there was recognition of the practical constraints created by time-shortages, there did not seem to be any discussion about the emotional impact that working in a

pressured environment could have on an adult's ability to emotion coach others. As outlined by one member of staff above, Emotion Coaching does not necessarily always take more time so it could be the impact of pressure on the emotional state of adults that could also be impeding implementation.

The second subtheme, 'school ethos and approach', was discussed by a few participants and related to discussions about how the school prioritised wellbeing:

> *"We are doing all this because we want the best for the child and they are not going to be able to learn if they are not able to understand their emotions, so we see it as really really important and if they are in a state of anxiety/fight/flight there are going to be ongoing issues"(P6)*

They felt that Emotion Coaching fitted well with the ethos of the school and that they already had the basics in place. Several staff members reflected on these points and it seemed as though there was a clear acceptance of the Emotion Coaching premise that emotions matter to learning.

Theme 3 – Individual differences between staff

The subthemes identified in relation to this theme captured the individual differences that existed between staff based on both their personal and professional experiences. Some of these individual differences formed facilitators and some formed barriers. The subtheme 'how natural the Emotion Coaching approach is' was constructed from staff comments about how Emotion Coaching comes more naturally to some people than others. A lack of confidence in using the approach was seen as a barrier, but it was recognised that:

> *"adults can still be taught to use emotional coaching even though it's not an innate ability of theirs" (P2).*

Several staff members felt that 'knowing children well' facilitated the implementation of Emotion Coaching but one staff member recognised the challenge of maintaining relationships with children when they changed year groups and moved up through the school.

Both teachers and those in support roles felt that 'being in a support role', as opposed to a teaching role, meant that they had more scope and opportunity to use Emotion Coaching, and therefore develop their practice further:

> *"it is repetition for everybody really, I think the more you use it, the more it just becomes like second nature. For me, obviously because of my role, I tend to use it a lot more" (P4)*

This seemed to be related to the comments from staff about TAs attending to dysregulated children. There was a sense that Emotion Coaching is more relevant for staff in certain support roles (e.g. mentors, family support workers) and less relevant for teachers as teachers must attend to all of the children in the class.

Theme 4 – Perceptions of the Emotion Coaching approach

The fourth theme was constructed from comments from staff about their perceptions of Emotion Coaching, or where staff were talking about colleagues' perceptions of the approach. These perceptions were interpreted as barriers to the implementation of Emotion Coaching. The first two subthemes related to the type of children and the type of situations in which Emotion Coaching was useful. Some staff felt that others were only using it for big incidents and felt that this was a barrier as it can be used, as discussed earlier, in a wide range of situations including with small behaviours too. The subtheme 'only useful for vulnerable children' was identified from staff comments where it was perceived that staff thought Emotion Coaching was only necessary or appropriate with more vulnerable children, as illustrated in the following quote:

> *"there are key individual children who I think sometimes, some children you know for right or wrong you know just needed the rewards and consequences…but other children have responded very very well, so it's particularly those very vulnerable children…who have got huge attachment issues…" (P6)*

There was a view that for some children, behaviourist approaches sufficed for their needs. Views related to the first two subthemes were expressed several times, including from members of the SLT. It is recognised within the approach that it is not necessary or possible to use the steps of Emotion Coaching in every single interaction with children. Also, in the context of the busy and stressful school environment adults will not always be emotionally

ready to respond in such a way. However, Emotion Coaching is a universal approach and therefore should not be reserved solely for more vulnerable children or for use in more high-stakes situations. In fact, using Emotion Coaching to support children with a spectrum of emotions, and when they are less emotionally dysregulated, may be a more effective way of supporting the development of emotional regulation compared to only trying it when emotions are more intense and challenging for the child to manage.

Theme 5 – Consistency of staff approach

There was a suggestion from one staff member that the behaviour policy in the school had been 'tweaked' to incorporate Emotion Coaching following the whole-school training and they felt that this had facilitated the implementation of the approach. However, this did not seem to be viewed as a prominent facilitator amongst other staff as it was not mentioned during the interviews. For one member of staff it seemed as though they may not have even been aware of the changes to the policy as they suggested that putting it in to the school's behaviour policies may support further implementation.

4.4 Cross-Case Synthesis

There were both clear similarities and differences between each school involved in this research. As might be expected, there was more overlap in the more general over-arching themes that were constructed in the thematic analysis than the more specific subthemes, although some subthemes emerged from both analyses. The key points of commonality and difference will be discussed below. Appendix 19 shows a visual representation of a comparison between each school for the questionnaire results.

4.4.1 *RQ1. To what extent and in what ways is Emotion Coaching considered useful to school staff?*

The response rate to the questionnaire was slightly lower for School A than for School B (24% and 37%, respectfully). Overall patterns in the questionnaire data between each school were broadly similar but with some differences emerging in the precise level of responses e.g. exactly how much they agreed with a statement. Respondents from School A agreed more strongly that 'Emotion Coaching is a useful approach for professionals to use with children' with 83% of respondents strongly agreeing from School A and 46%

strongly agreeing from School B. Both schools also indicated that they felt that Emotion Coaching was highly relevant to head teachers, teachers and TAs which was in line with the patterns across all of the phase 1 schools. In response to item six, staff in School B seemed to recognise more opportunities to use Emotion Coaching than staff in School A, with 60% recognising opportunities more than once a day in School B compared to 33% in School A. However, there was a wider spread of responses for School B suggesting less uniformity across staff perceptions. Results regarding the level of engagement in each school were more similar with 50% of staff from School A reporting that Emotion Coaching was widely practiced across the school and 38% from School B.

With regards to the ways in which Emotion Coaching was considered useful by school staff, the data from the SSIs revealed some similar and unique over-arching themes between each school. The diagram in Figure 8 depicts the areas of similarity and difference between each school for the over-arching themes that were identified.

Figure 8: Areas of similarity and difference in over-arching themes for RQ1
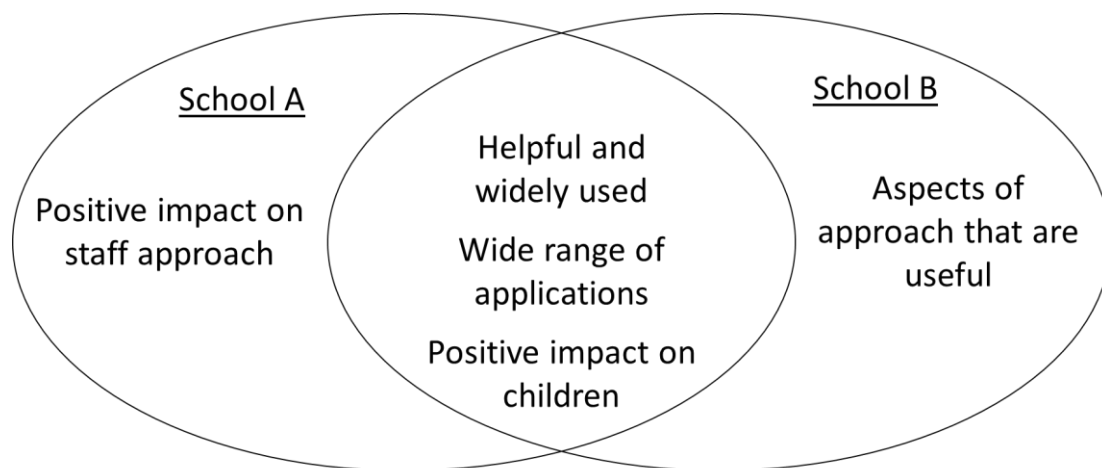
Both schools seemed to view Emotion Coaching as a positive approach and staff in both schools thought it was being widely implemented in their setting. One member of staff in School B suggested that it was being so widely implemented in their school that she had heard children and the Site Supervisor using it. The analyses demonstrated that both schools thought Emotion Coaching had a 'wide range of applications' and they were both applying Emotion Coaching with adults as well as children in both their professional and

personal lives. Staff in School A talked about using Emotion Coaching with their own children whereas one member of staff in School B discussed how they had used Emotion Coaching with parents. Both schools were using Emotion Coaching in response to difficult situations and to prevent difficult situations occurring or escalating. For example, both schools had created additional opportunities to 'check-in' with trusted adults. Something that staff in School A had also implemented was a specific system known as the friendship code based upon the steps of Emotion Coaching to support children to manage friendship difficulties more effectively.

The over-arching theme 'positive impact on children' was common across both schools to some extent but it seemed a more important feature of the perspectives of staff from School A (35 codes) than School B (8 codes). As noted above, the staff in School A seemed to be able to explain more readily how Emotion Coaching was positively impacting on children rather than just examples of when they were using Emotion Coaching. School A made several references (19) to the way in which Emotion Coaching helped children to develop skills to make better choices and recognised the value of children developing self-regulation which was captured in the subtheme 'empowers children to make better decisions'. This subtheme was not a feature of the perspectives of staff from School B and instead there were more discrete, isolated suggestions which formed subthemes such as 'helps reduce absence' (1 code) and 'builds self-esteem' (1 code). Both schools recognised that Emotion Coaching can support children's emotional development and a few staff in School A recognised that it supports social development too. Across both schools, there was only one member of staff who discussed how Emotion Coaching can support the development of positive relationships which was surprising given the centrality of the relationships to the approach.

There was a key difference in the data between each school that led to the construction of the theme 'positive impact on staff approach' for School A. This seemed to be another prominent theme for this school in relation to RQ1 with a total of 34 references being made. The subthemes of this theme capture the ways in which staff explained the impact Emotion Coaching had had on the way they thought about and responded to children. There were important implications for the empathy that they had for children when they

experienced big emotions and for how they focused upon the emotions which may be driving challenging behaviours that children show. A theme from School B which had two similar subthemes to this theme from School A was 'aspects of the approach that are useful'. Although both over-arching themes referred to some related ideas in each school, the difference between the themes seemed to be that School B mainly made reference to the stages of the approach they had found useful such as limit-setting whereas there was more discussion in School A about the way in which their practice had changed. This seemed to be less related to the specific steps of the approach and more related to the principles. The subtheme 'giving children time to de-escalate' covered similar comments from staff in both schools.

4.4.2 RQ2. What factors are perceived by school staff to be the facilitators and barriers to the implementation of Emotion Coaching in their schools?
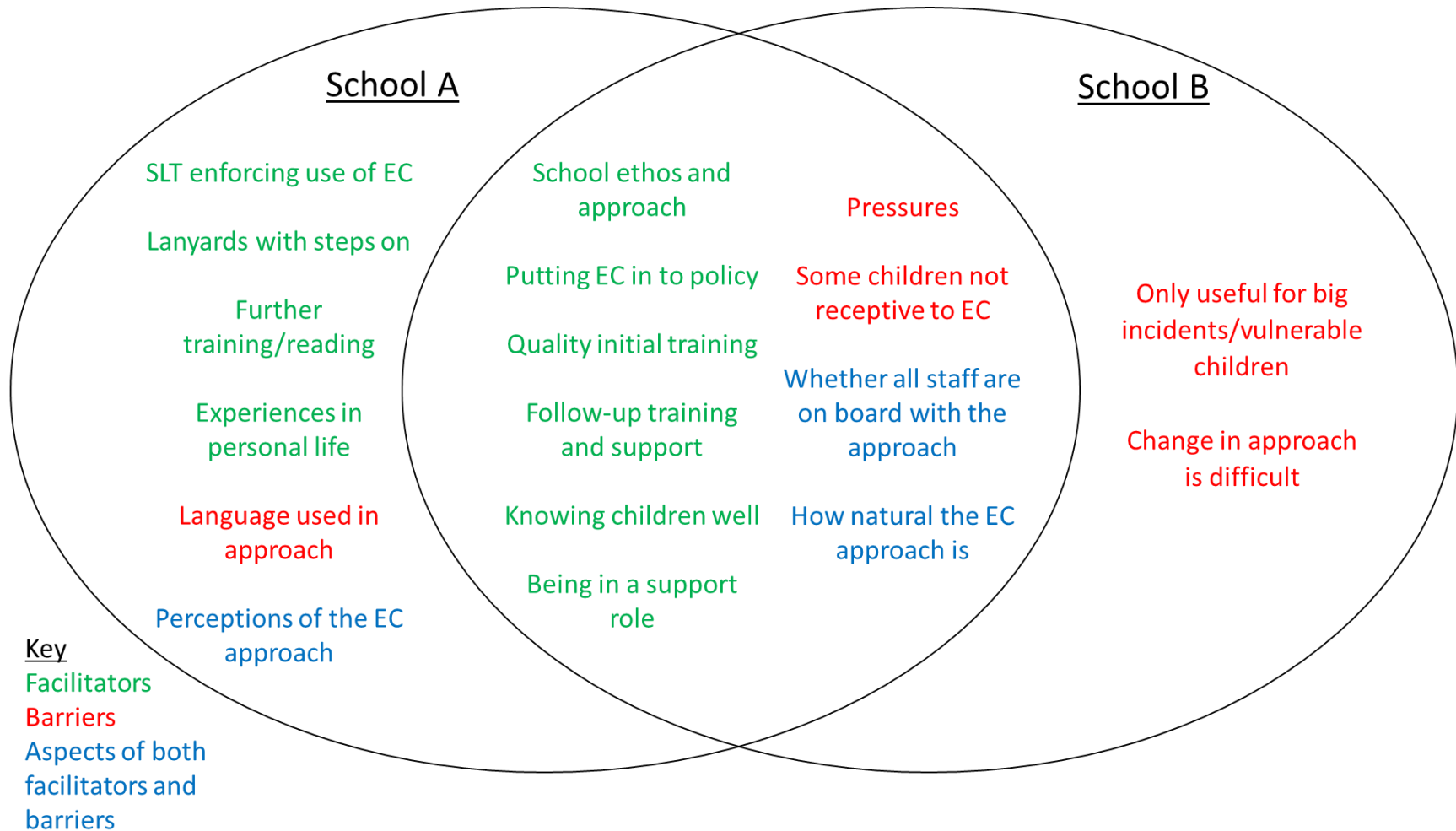
Respondents from School A, on average, felt as though their training provided them with more understanding of Emotion Coaching (5.6 mean score) than in school B (5.16 mean score) but the same levels of preparedness to implement were apparent in each school (both mean average of 5.2). The key items on the questionnaire which sought to address this research question were the three open questions. Any responses that were given to these questions were discussed in more detail during the SSIs and there were no noteworthy differences between the two schools.

Data from the SSIs, however, revealed some differences between the perceived facilitators and barriers to implementing Emotion Coaching, although there was more similarity than difference between each school. Figure 9 shows a representation of the similarities and differences between the factors affecting implementation for each school. In some places, subthemes have been merged or split to enhance the clarity of the Figure.

A clear similarity between the two schools in relation to the facilitators and barriers to implementation was identified in the over-arching theme 'nature of the school environment' and the related subthemes 'pressures on staff' and 'school ethos and approach'. These themes and subthemes were constructed in the analysis for both schools and they seemed to form similar proportions of participant responses.

Figure 9: Areas of similarity and difference in subthemes for RQ2

School A   **School B**

SLT enforcing use of EC

Lanyards with steps on

Further training/reading

Experiences in personal life

Language used in approach

Perceptions of the EC approach

School ethos and approach

Putting EC in to policy

Quality initial training

Follow-up training and support

Knowing children well

Being in a support role

Pressures

Some children not receptive to EC

Whether all staff are on board with the approach

How natural the EC approach is

Only useful for big incidents/vulnerable children

Change in approach is difficult

Key
Facilitators
Barriers
Aspects of both facilitators and barriers

Both schools recognised the importance of Emotion Coaching aligning with the school's ethos with School B in particular making explicit references to the Emotion Coaching premise that emotions matter to learning.

Pressure on staff was mentioned as a barrier to implementation by 12 out of 13 participants across the schools, with time constraints and the demands on teachers coming up several times. The questionnaire analysis also suggested that time constraints were a key barrier to implementation across the schools that participated. School A seemed to more explicitly recognise that these pressures not only created practical problems when trying to use Emotion Coaching but could also affect a person's emotional capacity to respond to dysregulated children. Having an awareness of one's emotional state is an important initial stage of the approach for adults. Teachers in both schools felt that having a TA in the classroom alleviated some of the pressure as the TAs were more available to support children who were struggling. However, there were comments from one member of staff in each school who expressed different views regarding time constraints. One staff member said that using the approach can save time in the long run because you can *"nip things in the bud"* and another said that it doesn't necessarily take more time to use an Emotion Coaching approach.

The over-arching theme 'quality training and support' and most of the related subthemes were also constructed in both analyses with participants reflecting that this facilitated implementation. However, this was a more prominent feature of the data for School B (49 codes versus 14 codes) which may reflect the fact that they received longer initial training (six hours versus three hours) and had had formal in-house refresher sessions during their staff meetings which had been led by SLT and other managers. Although both schools recognised that the training they had undertaken in other related approaches was useful, these comments were exclusively related to attachment theory training in School A whereas School B linked not only attachment theory training but also brain development and Solihull Approach training. The head teacher from School B felt that the requirement from the trainers for staff to complete the meta-emotion philosophy questionnaire ahead of the training was a helpful prompt for him to introduce the training to staff ahead of the day.

Another similarity emerged with the over-arching theme 'individual differences between staff'. Some of the subthemes including 'being in a support role', 'knowing children well' and 'how natural the Emotion Coaching approach is' were common facilitators to implementation across both schools. The subtheme 'experiences in personal life' was unique to School A who recognised the impact of personal experiences such as being a parent or traumatic events on an individual's understanding of and ability to implement Emotion Coaching.

'Consistency of approach' was another over-arching theme which was evident in the interviews across both settings. Staff in both schools recognised the importance of all staff being on board with the approach, with both schools suggesting that it was difficult to train and support lunchtime supervisors with the approach. School A talked in more detail about the difficulties of achieving consistency and the difficulties posed by staff turnover. The level of staff turnover in School B seemed to be low. One difference between the schools was that School A seemed to have made more organisational changes to support the implementation of Emotion Coaching in their school. For example, the SLT had actively ensured that all staff were using the approach by incorporating it into their monitoring schedules. Another difference was that the SLT in School A had made cards to go into the back of each staff members' lanyard with the steps of Emotion Coaching on, which staff referred to as a facilitator for more consistent implementation. Also, School A's Behaviour and Relationships Policy had been changed quite substantially whereas only tweaks had been made to School B's behaviour policy. As other staff besides the head teacher made reference to the policies in School A, it suggests that policies may need to be quite explicitly adapted if they are to support the implementation of the approach.

'Perceptions of Emotion Coaching' was a theme mainly unique to School B, although it also emerged as a less prominent subtheme for School A too. In School B these perceptions acted as barriers to the implementation of Emotion Coaching but in School A the perceptions had more mixed effects. One idea common to some staff in both schools was that some children are not receptive to Emotion Coaching. In School B there were latent and manifest references to ideas that Emotion Coaching is only useful for big incidents and vulnerable children and also that it was a soft approach. These perceptions were not

evident in School A. These ideas led to Emotion Coaching being implemented on a more whole-school, universal level in School A and as a more targeted approach in School B.

'Language used in approach' was a theme unique to School A and was discussed by a staff member with a specific role supporting a deaf pupil in the school. Although this barrier to implementation only emerged in School A and was discussed by one participant, it was an important theme to emerge as it has implications for the inclusion of children with additional needs. Schools may need additional support from EPs with regards to tailoring Emotion Coaching to the need of some pupils.

5   Chapter 5: Discussion and Implications for Practice

5.1   Overview of Research

This research has contributed towards our limited understanding about the implementation of Emotion Coaching which had been identified as an issue for the EPS in the researcher's placement LA.

A sequential mixed-methods design was adopted with an online questionnaire followed by a multiple-case study. Forty staff from across six schools completed the online questionnaire and two schools were the focus of the multiple-case study. The case studies were informed by SSIs with seven staff in School A and six staff in School B, including the head teachers in each school. Information about the training they received and how each school had engaged with Emotion Coaching was also included.

Results from both phases of the research contributed to both research questions. Data from the closed questions on the questionnaire helped understand the extent to which Emotion Coaching was considered useful by school staff (RQ1) and the open questions contributed towards understanding the facilitators and barriers to implementation (RQ2). Results from the second phase of the research helped to address the ways in which Emotion Coaching was considered to be useful by school staff (RQ1) and allowed for a detailed exploration of the facilitators and barriers to implementation, including perceptions about their initial training (RQ2). The following sections discuss the research findings in relation to each of the research questions in more detail. As discussed further in the limitations section, the schools who opted to take part in this research may have been positively biased towards Emotion Coaching and therefore the findings should be interpreted in light of this potential bias.

5.2   RQ1. To what extent and in what ways is Emotion Coaching considered useful to school staff?

5.2.1   *To what extent is Emotion Coaching considered useful to school staff?*

One part of understanding implementation better is understanding how 'attractive' an intervention is to stakeholders (EEF, 2013) which in this case, are school staff. Perceived utility of training was identified as one of the most influential factors on training transfer

(Grossman & Salas, 2011) and Cordingley et al. (2015) concluded that CPD activities must have relevance to the teachers' day-to-day experiences. Data from the questionnaire demonstrated that almost all respondents agreed to some extent that Emotion Coaching is a useful approach for professionals to use with children. The questionnaire data were supported by the thematic analyses with the over-arching theme 'Emotion Coaching is helpful and widely used' identified for both schools. The data therefore suggest that, in general, staff view Emotion Coaching positively and consider that it is useful to their practice. This is in line with previous research which has explored staff views about Emotion Coaching (e.g. Krawczyk, 2017; Rose et al., 2015). The quantitative data in this research therefore adds to evidence that Emotion Coaching is an attractive intervention to many staff in a range of mainstream primary schools.

Staff discussed the wide range of ways that they applied Emotion Coaching in their personal and professional lives. Two participants discussed how their whole outlook had been transformed because of the Emotion Coaching approach. This wider level of application demonstrates the additional generic value of an Emotion Coaching approach and highlights the far-reaching impact it can have for some people.

5.2.2   *In what ways is Emotion Coaching considered useful to school staff?*

Chapter 2 outlined how Emotion Coaching is proposed to support the wellbeing of all of those in the school community via its impact on social and emotional skills and relationships. The findings with regards to emotional and social competencies and relationships will be discussed in turn to show the ways in which Emotion Coaching works and is considered useful to school staff. The positive impact on staff wellbeing is also discussed.

5.2.2.1   *Emotional Competence*

The literature review outlined the case for supporting children's emotional and social competencies and suggested that Emotion Coaching was an effective approach to this. Several studies have previously highlighted the beneficial impact Emotion Coaching has on children's emotional competence in the context of parents (e.g. Gottman et al., 1996; Katz & Windecker-Nelson, 2004) and professionals (e.g. Gus et al., 2017) and this research adds

to this body of evidence. It was clear in the research that staff felt as though Emotion Coaching supported emotional development which emerged as a subtheme from both case study schools. In line with the definition of emotional competence adopted in this research (p. 24, Denham et al., 2003), staff referred to the three different aspects of emotional development including knowledge, expressiveness and regulation.

Enhanced emotional knowledge was discussed in comments from staff that Emotion Coaching allows children to understand their emotions and what causes them to feel certain emotions, as well as understand how their emotions impact on their behaviour. This was in relation to both positive and uncomfortable emotions. It was also mentioned that Emotion Coaching allows children to name their emotions and express their emotions more. There was recognition from one member of staff that in her generation, it was normal to hide your emotions, and another member of staff acknowledged that some children can be ashamed to get angry or show sadness. However, they felt that Emotion Coaching allows one to be more in touch with one's emotions and feel more comfortable expressing them. Emotion Coaching was recognised to lead to better emotional regulation and staff felt that there were less emotional "outbursts". In School A, one of the most prominent subthemes 'empowering children to make better decisions' was related to the notion of better emotional regulation. This subtheme recognised the enhanced understanding and control children had over their behaviour and decisions as a result of better emotional regulation due to Emotion Coaching.

In the current research there was evidence that Emotion Coaching facilitated the development of emotional competency in several ways. There was evidence that undertaking training in Emotion Coaching and using this approach in practice impacted on the staff members' meta-emotion philosophy (see page - 33 -). Emotion dismissing and disapproving reactions when children display emotions sends the message to children that their emotions are wrong, inappropriate and not valid and this can lead to difficulty regulating emotions (Gottman & Declaire, 1997). There was evidence that these two meta-emotion philosophy styles reduced following Emotion Coaching training as staff talked about how they used to "brush over" emotions. They also said that they no longer make judgements about whether certain emotions are justified or reasonable. For example, one

staff member stated that it does not matter what caused feelings of anger or disappointment, the feeling is still experienced in the same way. Instead, as intended, there was an increase in emotion coaching philosophies and reactions amongst staff towards children when they displayed emotions. This was mainly evidenced through increased empathy for children when they experience difficult emotions which was a prominent subtheme, especially for School A. Opportunities to check-in with trusted adults to discuss emotions and problem-solve around difficulties were also made available, further enabling children to express and understand their emotions.

The increase in emotion coaching philosophies led to an increased focus on the emotions which drive behaviour, rather than only on behaviour itself. Staff felt that this approach therefore differed to more traditional behaviourist approaches which focus on behaviour without accounting for what causes behaviour. Behaviourist approaches traditionally use rewards and sanctions to either encourage or deter particular behaviour, but staff felt that sanctions were an ineffective way to help children understand and develop skills to manage their own behaviour.

Training in Emotion Coaching also increased understanding amongst staff of the neurological and physiological aspects of emotions and emotional regulation. This meant that staff began to respond to children in a differentiated way, depending on their emotional state. This was evidenced, for example, by the subthemes 'giving children time to de-escalate' and 'talk to children in a different way'. These more attuned responses also supported children's emotional regulation.

As the approach was recognised to support emotional regulation, it led to children playing a more active role and making more informed decisions. As one member of staff put it, children are "…empowered to take control of their own emotions and therefore their own lives". This subtheme relates to findings from Rose et al. (2015) that Emotion Coaching promotes independence and encourages children to take responsibility for their behaviour. In Gus et al.'s (2017) research the idea of more autonomy was captured directly from children themselves. They reported being able to get on with their work and get on

with their day as a result of being emotion coached and managing their emotions more effectively.

Overall, by using the Emotion Coaching approach, emotions were more readily recognised, accepted, and validated by adults. Children had opportunities to learn about the world of emotions with support and guidance from adults, which is a crucial part of the approach, and children were therefore enabled to develop better emotional competence.

5.2.2.2 *Social Competence*

As outlined in Chapter 2, the ability to recognise and regulate one's own emotions are central to successful social interactions. Gottman et al. (1996) proposed therefore that when children are emotion coached, their social skills are also enhanced.

Generally, case study School A recognised the impact of Emotion Coaching on social competence more so than School B. One member of staff from School A explicitly recognised that by being better able to talk about their emotions, children would be able to develop more positive relationships. Another staff member from School A commented that Emotion Coaching helps children to see things from other people's point of view, further supporting the development of social competence. As stated in the results section, School A also developed an approach known as the friendship code based on the steps of Emotion Coaching, highlighting how Emotion Coaching impacts the social arena.

5.2.2.3 *Relationships*

One idea that *did not* seem to be a prominent feature amongst the staff from the case study schools was the contribution of Emotion Coaching towards the development of stronger relationships between children and staff and children and their peers. The literature reviewed in section 2.3 argued for the importance of positive relationships for our mental health and wellbeing. It also outlined how attachment theory underpins the Emotion Coaching approach and contributes towards developing better relationships. Previous research has found that Emotion Coaching supports the development of positive relationships between children and their parents (Gottman et al., 1997) and professionals (e.g. Gus et al, 2017; Rose et al., 2015). When Gottman first began studying Emotion Coaching, he was particularly interested in the positive impact on peer relationships too.

However, in the current study a surprising finding was that only one staff member referred to the way Emotion Coaching supported the development of positive relationships between themselves and children. As outlined above, there was recognition that staff showed more empathy with children, which is crucial for building relationships. Staff also identified that when you know children better, it is easier to implement Emotion Coaching with them. These are perhaps indications that staff implicitly understood the impact of the approach on relationships. However, Emotion Coaching was not explicitly linked to helping develop better relationships by the majority of professionals and this omission may be an area worth exploring further in the future. There may be a need to focus on this area more during staff training.

5.2.2.4   *Adult Wellbeing*

Emotion Coaching is proposed to not only support the wellbeing of children, but also adults too and this has been shown in previous research. Rose et al. (2015) found that by using Emotion Coaching, adults found difficult situations less stressful, with a positive impact on their wellbeing. In the context of an SEMH school, Gus et al. (2017) reported reduced staff absence as an indication of reduced staff stress. Parallels between these previous findings and the current research can be drawn. One member of staff discussed how she no longer finds difficult behaviour difficult to manage because she understands the behaviour more and does not take situations with children personally. Emotion Coaching helped staff to develop a better understanding of children they worked with and by using the steps of Emotion Coaching, staff felt more competent in their approach to emotions and behaviour.

5.2.3   *RQ1 Conclusions*

In the literature review it was argued that larger scale evaluations of Emotion Coaching were needed. The findings in relation to RQ1 showed that almost all participants in phases 1 and 2 of this research believed that Emotion Coaching is a useful approach. There were many examples of a wide range of applications of Emotion Coaching and discussions about the positive difference Emotion Coaching made. This research adds to evidence that Emotion Coaching is an attractive intervention to staff in mainstream primary schools and

that staff perceive the approach as beneficial. Therefore, these findings offer support for further adoption and research into Emotion Coaching.

5.3 RQ2. What factors are perceived by school staff to be the facilitators and barriers to the effective implementation of Emotion Coaching in their schools?

There were some consistent and idiosyncratic findings across the schools regarding factors affecting the implementation of Emotion Coaching. Understanding the facilitators and barriers is important in the context of varying levels of implementation because, as outlined above, there was a widespread consensus that Emotion Coaching was a useful approach. These factors are going to be discussed in light of the previous research explored in the literature review. Firstly, pertinent areas for discussion will be organised in relation to the three key over-arching factors influencing training transfer identified by Grossman and Salas (2011, Table 2). Then the findings will be discussed with regards to the implementation science literature.

5.3.1 *Training Transfer*

5.3.1.1 *Work Environment*

The overarching theme 'nature of the school environment' and its two related subthemes emerged from the analyses of both case studies and there was mention of factors related to this theme in the questionnaire too. This suggests that this is an important factor in the implementation of Emotion Coaching, and that the findings may be transferable to other mainstream primary schools who are interested in adopting the approach. This finding is in line with previous research regarding other programmes and approaches which has found that aspects of the workplace environment are important factors for training transfer (e.g. Ford et al., 2018). The school's ethos and general approach was viewed as a facilitating factor in both schools. Characteristics of the schools that were identified included being child-centered, having unconditional positive regard for children, and understanding that learning could not happen unless children felt regulated and safe. Both schools believed that they generally prioritised wellbeing above all else. Interestingly though, despite the wellbeing ethos being central to staff in both schools, including the SLT, there was still evidence of a conflict between dealing with emotional issues and

covering academic content. This relates to the other subtheme within this theme: 'pressures on staff'.

Pressures on staff was the barrier mentioned the most consistently, with 12 out of 13 participants across the case studies discussing this issue, some of them several times. Having the resources and opportunities to perform new skills and abilities has been identified as an important aspect of the workplace environment which facilitates training transfer. However, time constraints made it difficult to use the steps of Emotion Coaching to respond to children and the high level of demand from the curriculum created tensions between academic learning and wellbeing. There were two staff members who challenged this view with one staff member believing that it did not take more time and another suggesting that although it took more time in the short-term, you could save time in the long run by addressing children's issues effectively early on. However, time constraints have also been identified as a barrier to using Emotion Coaching by staff in previous research (Gilbert, 2017; Krawczyk, 2017) suggesting that it is an area of concern among many staff that still needs to be addressed.

Time constraints and the demands of the national curriculum are both issues that have been raised more widely. Teacher workload is a significant issue and is the most commonly cited reason for leaving the profession or for considering leaving in the future (Perryman & Calvert, 2020). With regards to the curriculum, there has been widespread and increasing concern from teachers and other educational professionals about the narrow focus and the high-stakes statutory attainment tests (SATs) (Williams-Brown & Jopling, 2020; Wyse & Torrance, 2009). The focus upon academic achievement and outcomes that can be measured via testing has led to a neglect of other aspects of personal development including social and emotional learning (Bonell et al., 2014). Teachers themselves believe that the primary curriculum needs to place much more emphasis on wellbeing (Williams-Brown & Jopling, 2020). The results of this research support concerns about the curriculum, accountability measures and teacher workload which seem to increase pressure on staff, create time shortages and prioritise academic development. These are all barriers to implementing Emotion Coaching.

Despite evidence that non-academic outcomes are neglected in schools, as outlined in Chapter 2, there has been an espoused expectation that schools will address mental health and wellbeing (e.g. DfE, 2014; DfE 2018). It was also argued in the literature review that schools can effectively address social and emotional learning and wellbeing. Some of the concerns raised about the narrowing curriculum have begun to be addressed by Ofsted. In their most recent Inspection Handbook (Ofsted, 2019) they state that the curriculum must "extend beyond the academic, technical or vocational. Schools support pupils to develop in many diverse aspects of life" (p. 57) and that inspectors should consider "children's personal, social and emotional development, including whether they feel safe and are secure, stimulated and happy" (p. 77). Another recent positive step has been with the introduction of the *Relationships Education, Relationships and Sex Education and Health Education* curriculum. Parts of this statutory curriculum are directly relevant to the goals of Emotion Coaching. For example, the guidance states that staff should support pupils with the language and knowledge to understand the normal range of emotions that everyone experiences. These developments raise the profile of more holistic development within the curriculum and would advocate an Emotion Coaching approach. Another aspect of the work environment recognised as important for training transfer is the transfer climate which includes prompts to use new skills. School A prepared small cards with the steps of Emotion Coaching on to put in the back of their lanyards and several staff made reference to this card as a facilitator to their use of Emotion Coaching.

With regards to social support from managers and peers, which is another factor facilitating training transfer, it emerged that both schools felt as though they were supported to use Emotion Coaching skills. In School A this seemed to be more informal and from one member of staff in particular. In School B, several formal opportunities had been arranged for both teachers and support staff and there was evidence that some staff were supported by their manager if they were struggling with the skills.

5.3.1.2 Training Design

The quality of the initial training was a feature of both schools' thematic analyses suggesting that this is also an important factor for the implementation of Emotion Coaching. This is in line with research which has consistently indicated that training design

can have a significant impact on transfer (Blume et al., 2010). Staff viewed the high quality of the initial training they received as something which facilitated their use of Emotion Coaching. A number of staff in both schools explained that they had found learning the theory behind Emotion Coaching helpful and this is in line with Cordingley et al.'s (2015) review that understanding the rationale underpinning the practices being advocated in training was important. School B placed a lot more emphasis on the training and support they had received, and this difference could be related to the longer initial training that they received, as well as the additional formal follow-up sessions they had. Also, School B's training was more recent than School A's (Apr. 2019 and Sept. 2018, respectively) and may therefore have been more pertinent in the minds of staff from School B.

Following their training, across the six schools that participated in the questionnaire, it was interesting to note that high levels of understanding did not lead to equally high levels of preparedness to implement Emotion Coaching. As mentioned above, understanding the rationale behind interventions is an important component of CPD but research has also shown that trainees need models to display the skills to be learned and the opportunities to practice the skills alongside feedback and reinforcement (Grossman & Salas, 2011). In the responses to the open questions on the questionnaire several participants suggested that they wanted more modelling of Emotion Coaching and that they would have liked more practice in role-play and real situations. However, these were not areas that were discussed by participants from the case study schools during the SSIs. Detailed information about the training for each of the schools that took part in the questionnaire was not gathered as part of this research, so the level of skill practice and modelling is unknown. Details for the case study schools are included in Table 8 and Table 11. School A had an opportunity to practice skills using a pre-set example and had positive behavioural modelling of what an Emotion Coaching approach looks like. Behavioural modelling was part of the training for School B and included positive and negative examples (i.e. what Emotion Coaching does and does not look like) but staff did not have the opportunity for skill practice. Based on the lack of knowledge about the training for the other four schools who completed the questionnaire and lack of discussion during the SSIs about these aspects of the training, it is difficult to draw conclusions about the levels of modelling and

practice that may have felt sufficient. However, it does seem clear, in line with Taylor and colleagues (2005) review, that training for Emotion Coaching needs to include opportunities to have the approach modelled, positively and negatively, and to practice using Emotion Coaching so that participants feel more prepared to implement the approach.

5.3.1.3 *Trainee Characteristics*

As outlined in response to RQ1, the majority of staff thought that Emotion Coaching was a useful approach and the perceived utility of training by trainees has been shown to be an influential factor of training transfer. Another factor related to staff perceptions which impacted negatively on the implementation of Emotion Coaching was the idea that there were some children with whom Emotion Coaching does not work. In these situations where Emotion Coaching was believed to be ineffective, all staff members assumed that this was due to the child or the approach itself, rather than reflecting upon the way they had used Emotion Coaching. While it is certainly the case that all children are not going to respond to the Emotion Coaching approach in the same way, there are a number of reasons as to why this may be including the emotional state and level of skill the practitioner has. For example, it was highlighted in relation to RQ1 that some children will not be able to regulate by themselves if left alone. This means that for some children, they will need an adult to actively co-regulate with them, but if adults do not understand this, the co-regulation might not always be happening when needed. Assumptions that more fixed characteristics of the child are the only explanation for ineffectual use of Emotion Coaching prevents staff considering these alternative explanations and finding ways to overcome the difficulties they have implementing the approach with certain children.

Staff in both case study schools suggested that it was difficult to train and support lunchtime supervisors to use Emotion Coaching. However, it was also frequently mentioned that lunchtime was a time when children were the most likely to experience difficulties and benefit the most from Emotion Coaching. School B believed that many of their lunchtime supervisors were naturally nurturing people so training for them was not a priority for the school. School A had taken some steps to address this such as providing internal training about the steps of Emotion Coaching, but they still felt that lunchtime

supervisors were not using the approach. Given that consistency across staff was recognised as a facilitator across the case study schools, and lunchtime was viewed as a time when Emotion Coaching was needed the most, this may be an area for further consideration by school leaders and EPs. It could be that for lunchtime supervisors in School A who had had some training from the head teacher, trainee characteristics like motivation or self-efficacy negatively influenced the implementation of the approach. However, further research in this area would be needed.

5.3.2 *Implementation*

It was argued in Chapter 2 that if knowledge about 'what works' is to be useful, we must not only assess the value and quality of the 'what' (the intervention), but we also must understand 'how' to implement, improve, sustain, and scale-up effective interventions (Blase et al., 2012). Fixsen et al.'s (2013) model of the stages and drivers of implementation, which was outlined on page 53, also offers a useful framework to discuss some of the findings of this research around the facilitators and barriers to the effective implementation of Emotion Coaching.

5.3.2.1 *Stages of Implementation*

Fixsen et al. (2013) show that there are different stages to implementation including exploration, installation, initial implementation and full implementation. They emphasise that this is not a linear process and that it will be necessary to visit earlier stages throughout the implementation process. As School A had had their training around eight to nine months before School B, they were likely to be at a different stage of implementation which could account for some of the differences between the two schools. It may be helpful for future research to consider what is involved in each stage of the implementation of Emotion Coaching.

An initial stage which is key to successful implementation which can get overlooked is the exploration and adoption phase (Fixsen et al., 2013). In the exploration and adoption stage, the goals and activities associated with more successful implementation efforts include the involvement of stakeholders to improve buy-in, commitment and understanding of the new practices (Blase et al., 2012). Although this research did not seek

to directly gain a detailed understanding of each school's approach to this phase, there was not any evidence that stakeholders had been involved in the decision to adopt Emotion Coaching or that efforts were made to increase buy-in or commitment amongst staff prior to the training. In an open response on the questionnaire, one member of staff stated that they had not attempted to implement Emotion Coaching since the training. Another member of staff seemed particularly negative about the approach and stated that they had tried it and it did not work, that they knew children would not respond the approach and that they did not want any further training because they had had too much. Subthemes which were identified which also suggested low levels of buy-in and understanding included views that Emotion Coaching was a soft approach and that the approach was only useful for children with a high level of need or in more extreme situations. There could be a number of explanations for comments like these such as low levels of confidence, competency or motivation. Regardless of the explanation, it seems that further time and effort to increase buy-in, understanding and commitment to the approach amongst staff would enhance implementation further.

5.3.2.2   *Implementation Drivers*

As outlined in Chapter 2, implementation drivers can be broadly organised into three categories: competency drivers, organisation drivers and leadership drivers. Relevant points for discussion will now be discussed in relation to these three areas, although it should be noted that each category is not mutually exclusive and cross-over exists.

Competency Drivers

Competency drivers are mechanisms that help to develop, improve, and sustain one's ability and confidence to implement an intervention as intended and achieve positive outcomes for pupils (Blase et al. (2012). Careful staff selection when employing new staff has been found to be a competency driver but was beyond the scope of this research. Initial training is also a key competency driver but as findings around training were discussed at length in section 5.3.1.2, they will not be elaborated on further here.

Coaching staff as they attempt to change their practice has been identified as an important competency driver. In a meta-analysis by Joyce and Showers (2002) of research on training

and coaching, they found that despite high-quality training, it was only when staff were also coached that they were able to change their practice. None of the staff involved in this research received any coaching but there was evidence that staff competency needed to be developed further. Coaching would have supported staff understanding and skills and enabled them to use Emotion Coaching more universally.

One potential competency driver for Emotion Coaching may be undertaking training in related areas. Both case study schools had undertaken training related to Emotion Coaching and several staff felt that this had been a facilitating factor for their implementation of the approach. All staff in both schools had undertaken training on attachment theory prior to their Emotion Coaching training and the SLTs in both schools had also undertaken higher-level attachment theory training. As attachment theory is one of the theories informing Emotion Coaching, explicit training in this area is likely to have a beneficial impact on the level of understanding and implementation of Emotion Coaching. Training on emotional regulation and the Solihull Approach were also mentioned as relevant related training which facilitated use. The additional understanding provided by these other trainings may partly account for the interest and take-up of Emotion Coaching in each school. In order to establish whether training in related areas is a necessary condition for success, and which areas of training are the most important, it would be necessary to explore settings in which Emotion Coaching has and has not been successfully implemented and what additional training has taken place. This would help us to better understand the impact of undertaking other training.

Organisation drivers

Organisation drivers are mechanisms by which workplace environments are adapted to support the implementation efforts and create a hospitable environment for new practices. The implementation science research highlights how organisational changes are highly likely to be necessary because current systems and practices will be supportive of the status quo.

The way the ethos' of the case study schools impacted on the use of Emotion Coaching was discussed in a previous section. Another important organisational driver relevant to

this research is policy change which supports implementation and there was a different approach to this between the two case study schools. School A had explicitly incorporated Emotion Coaching into their Behaviour and Relationships Policy, which made several references to the ways in which Emotion Coaching informed their approach and interactions with children. School B, however, said that they had only tweaked their behaviour policy and there was no detail as to what these tweaks were. The more substantial changes to the policy seemed to have more of an impact as they were referred to by staff in the interviews. Staff in School B appeared unaware of the changes to their policy, with one staff member suggesting that this would be needed to support further implementation. Along similar lines, School A, had made Emotion Coaching a feature of their Ofsted self-evaluation form, demonstrating the school's commitment to the approach and facilitating further organisational changes in the school according to the head teacher.

Leadership Drivers

The importance of leadership for school reforms is well-documented. In Fixsen et al.'s model (2013) leadership drivers are presented as the foundation for implementation efforts and include strategies to respond to challenges as they arise. This includes responding to technical difficulties where there is a relatively high level of agreement about the problem and clear ideas for solutions and adaptive difficulties which are characterised by low levels of agreement about the problem and solutions where more substantial changes are required. Leadership drivers are critical at all stages of implementation, particularly the installation stage where there is a need to maintain focus on quality implementation and address the reality of challenging current values and paradigms that do not fit the new way of work (Blase et al., 2012).

There seemed to be some key differences between the views and styles of the leaders of each school which impacted on the way in which Emotion Coaching was implemented. The SLT in School B viewed Emotion Coaching as an approach that works well for those with attachment difficulties and SEMH needs. These ideas seemed to have filtered to other staff who shared that they used Emotion Coaching during intervention times to work on IEP

targets for SEMH needs. There was also a general agreement that staff who worked in roles for children with additional needs would use Emotion Coaching a lot more frequently than teachers. In School A on the other hand, the SLT understood Emotion Coaching as a more universal approach which was evidenced and supported by the changes to the whole-school policy.

Another difference was in the way in which implementation was approached by the SLT. The head teacher in School A had a more active approach and expected all staff to use Emotion Coaching in their practice. The use of Emotion Coaching was included on their monitoring schedules alongside more traditional subjects like maths and English and this meant the head teacher was able to precisely assess the extent to which staff used the approach. The head teacher also felt you had to get tough with staff who did not use the approach. The head teacher in School B had a more passive approach and only a rough idea about the level of use amongst staff. They clearly had a lot of empathy for the pressures that teachers faced and did not actively commit staff to using Emotion Coaching or monitor its use. They had however, revisited Emotion Coaching during staff meetings to refresh staff knowledge of the approach and encourage further use which staff had clearly valued and felt it supported their practice.

5.3.3 *RQ2 Conclusion*

Overall, both schools faced barriers to implementing Emotion Coaching but both schools had begun to implement the approach to varying degrees. The EEF (2013) suggested that it is important to establish the feasibility of new programmes and approaches for schools and the findings of this research demonstrate the feasibility of adopting Emotion Coaching. School A seemed to have Emotion Coaching more embedded as a whole-school approach than School B, suggesting that situational cues (lanyards), policy changes and monitoring use are important facilitators to implementing Emotion Coaching. The final recommendation made by the Cordingley et al. (2015) review (see section 2.6.1) was that all four of the first recommendations for effective CPD had to be underpinned by SLTs who prioritised CPD and made systemic changes. This implies that school leadership and organisational developments were the most important factors in their review of effective CPD and the current research findings supports their conclusion. The implementation

science literature explains how the implementation drivers work together in a compensatory way and that weakness in one area can be compensated for by strength in another area. Although School A had half the amount of initial training as School B, it may be that the organisational and leadership drivers compensated for the competency drivers and still allowed School A to start implementing Emotion Coaching successfully.

5.4   Contributions and Strengths of this Research

This research has given an insight into the implementation of Emotion Coaching across six mainstream primary schools using an online questionnaire approach which has not been done before. This approach enabled the researcher to capture a wide range of participants from different schools, in different roles with varying levels of training and experience. This research is also the first multiple-case study to explore the use of Emotion Coaching in more detail and identify important similarities and differences between two schools. An important consideration for all research, and particularly case studies, is whether the conclusions have significance elsewhere i.e. are they transferable to other similar settings (Miles et al., 2014). This is normally referred to as external validity or generalisability in quantitative research. As Yin (2009) suggests, multiple-case studies are preferable over single-case study designs because analytic conclusions arising independently from two cases are more powerful than those coming from a single case. The potential transferability of this research is therefore enhanced by the multiple-case study approach and the triangulation of the findings by the questionnaire data which was drawn from a wider sample of schools. Details of key information about the case study schools are given and a description of the schools' training and engagement with Emotion Coaching generally is included. This will allow readers to judge the extent of transferability of the findings to other similar mainstream primary schools.

As well as details about the context of each school and their training and engagement with Emotion Coaching, each case study in this research was also informed by multiple perspectives of staff in various roles. By using a multi-informant approach this research was able to help to explore different perspectives, related to the different roles that staff had, and build up a rich description of each school. One important and unique perspective which this research included was that of the head teacher in each school which helped to

develop an understanding of more organisational implementation factors. Previous studies have focused on practitioner voice (e.g. Gilbert, 2017) or a more limited range of participants from one school (e.g. Fox, 2015; Krawczyk, 2017).

Several steps were taken in this research during the data analysis stage to ensure that it was trustworthy including inter-coder checks, peer reviewing, use of negative evidence and use of quotes that represent a range of participants. Also, the researcher had not been involved with training or supporting the schools involved. This has not been the case in any of the other studies so far into the use of Emotion Coaching in UK educational settings. This increased level of independence contributes towards the credibility of this research.

5.5   Implications for Practice

Several schools have already received training in Emotion Coaching in the researcher's placement LA, as have many others across the country. Over 30 LA EPSs have had Emotion Coaching training so that their EPs can deliver training to schools, demonstrating the relevance of this research to EPs.

The findings from this research have suggested that a greater focus on the earlier stages of implementation, particularly the exploration and adoption phase may increase buy-in amongst staff and facilitate more effective implementation of Emotion Coaching. This has important implications for the way in which EPs negotiate and set-up Emotion Coaching training in schools because this stage may often be overlooked. A key strategy to increase understanding and buy-in includes involving stakeholders in the decision to implement a new approach. Therefore, EPs should encourage schools to adopt these strategies internally or become directly involved themselves e.g. carrying out an appreciative inquiry (Cooperrider & Srivastva, 1987) to identify staff views about the strengths and needs of the school. This kind of approach early on will increase staff understanding and commitment to the approach and therefore the levels of implementation later on.

Another key implication from this research is that staff in schools may benefit from follow-up support from EPs when they begin to implement Emotion Coaching. The focus upon what drives behaviour and a decreased reliance upon rewards and sanctions, is a different approach to behaviour than is traditionally implemented in most schools (Reid, 2017). It

has also been recognised in this research that the approach does not always come naturally to some people and that changing your approach can be difficult. It therefore takes time to become proficient in using Emotion Coaching and it requires a period of practice and reflection before it is adopted into routine practice (Gilbert, 2017). Blase et al. (2012) and Fixsen et al. (2013) advocate the role of purveyors who have expertise and actively work to implement a practice or programme. They identified coaching and performance assessment as competency drivers which help ensure that staff are skilled and confident in delivering new programmes. Other research has found that CPD programmes which aim to bring about significant organisational and cultural change need to last at least two terms and that one-off events did not have a positive impact on staff development (Cordingley et al., 2015). There was evidence in the current research that staff needed support to reflect upon their practice and consider strengths and areas for development as well as problem solve around more challenging situations. EPs training schools in Emotion Coaching have the knowledge and skills to act as purveyors and may have had additional training in coaching which would enable them to support more effective use of Emotion Coaching with children and young people. Therefore, training and support for staff over a more extended period of time, rather than a one-off training session may be beneficial.

Related to this staff may need further support from EPs to consider how Emotion Coaching can be implemented with children with additional communication needs. In this research, a TA who worked with a deaf child identified the verbal language used in the approach as a barrier for her to use it with the child. This does not need to be a barrier to use but it may require EPs to consider and address this area directly during training and follow-up support sessions. There is some evidence that children and young people with hearing loss may find regulating their emotions more difficult than those without, so it is important that these children and young people have access to support for emotional skills.

Out of the areas which have been identified as factors influencing the implementation of Emotion Coaching, EPs have the most direct control over the design of the training they deliver, and this research has several implications in this regard. Findings have shown that staff felt as though the training they received provided them with a good understanding

of the principles which explain why Emotion Coaching works and that this was seen as a facilitator to implementation. Training in Emotion Coaching should therefore include the theory underpinning the approach. However, staff did not feel as prepared to begin implementing Emotion Coaching. There is some evidence to suggest that staff would have liked more modelling of Emotion Coaching skills and more opportunities to practice using the steps of Emotion Coaching on the training. Also, research suggests that allowing trainees to use their own scenarios during practice is more beneficial than pre-determined scenarios given by trainers and that both positive and negative examples of the skills are more effective than positive alone (Taylor et al., 2005). The results of the current research also suggest that more of an emphasis on the contribution of Emotion Coaching to supporting relationships may be beneficial. It would also be helpful to explicitly acknowledge that staff will find it more difficult to coach some children than others, but that practice and reflection can help to overcome difficulties and develop their skills. These findings and those of previous research should be taken into account by EPs when planning Emotion Coaching training. One factor with regards to training which is not completely under the control of EPs is the time that is dedicated. However, when negotiating the undertaking of training, EPs must ensure that there is enough time to include an explanation of the theories underpinning Emotion Coaching and opportunities to model and practice the skills involved.

EPs should raise awareness of the work environment factors which influence the implementation of Emotion Coaching with SLTs in schools and support them to enhance or minimise them. For example, aspects of positive transfer climate such as the lanyards used in one of the case study schools seemed to be beneficial for implementation as they can act as a prompt to use Emotion Coaching. This is a simple and low-cost strategy which could be shared with other schools. Another strategy could be the monitoring of Emotion Coaching use by the SLT to actively commit all staff to adopting the approach. EPs could also be involved with a greater consideration of the stages of the implementation of Emotion

One workplace factor that emerged as a key barrier was the pressure on school staff. Although this is beyond the immediate control of EPs, it is something that needs to be

acknowledged and addressed by EPs in training and SLTs following training. The impact of time and curriculum pressures can lead to busy and stressed adults. At these times it is easier for staff to revert to more automatic ways of responding. Also, the recognition of opportunities to apply open skills, like those used in Emotion Coaching, is less straightforward when compared to closed skills (Blume et al., 2010). It may be challenging for staff to recognise these opportunities when under considerable pressure. The pressures staff face will also impact on their emotional state and therefore their ability to respond to children who are experiencing difficulties. As highlighted by two staff members in different schools, using Emotion Coaching does not necessarily take up more time and can save time in the long run. It may be that these ideas can be promoted during training and follow-up sessions whilst explicitly acknowledging that pressures are a barrier to use and validating these concerns.

On a conceptual level the findings from this research highlight the importance for EPs to consider research around training transfer and implementation science when supporting schools to adopt new programmes and approaches. This seems to be particularly important when implementing whole school changes or changes involving the use of open skills like Emotion Coaching. As evidence-based practitioners, EPs often generate and use evidence around the impact of a variety of programmes and approaches on outcomes for children, young people and families. However, as the implementation science literature shows we must not only focus on evidence about *what* is effective when it comes to supporting children and young people but also evidence about *how* it can be effective. For Emotion Coaching the generation and application of research about implementation is key to the successful adoption of the approach.

5.6   Limitations of Research

There were a few limitations to this study. One key limitation was that some of the participants who chose to take part in each phase of the research were likely to have been particularly interested in Emotion Coaching. Steps were taken to address this, such as emphasising that the only pre-requisite to taking part in either the questionnaire or interview was that staff had attended the training and it did not matter whether they used Emotion Coaching or not. However, interest in Emotion Coaching was still likely to have

influenced those who chose to take part and the participants may not have been representative of the whole staff in their schools. If this is the case, then the staff who participated may generally have had more positive attitudes towards Emotion Coaching and may have been implementing it more which would have added a positive bias to the results.

Linked to this, the research had hoped to employ a maximum case variation design in the second phase as it was felt that this would be an effective way to develop an understanding of both facilitators and barriers to the implementation of Emotion Coaching. However, as with much real-world research, there is a need to be flexible as it is not always possible to conduct research exactly as planned. In this research, due to low response rates from most schools in the first phase, it was not possible to use the two schools with the most variation for the second phase. Again, this was likely to have created a positive bias in the results as the schools who had higher response rates to the questionnaire and agreed to take part in the research were the ones most likely to be enthusiastic about the approach. There were still some differences in staff perceptions of the approach and the levels of implementation between the two schools that took part in the multiple-case study which helped to provide valuable insights into the research questions.

The limitations of self-administered questionnaires and the steps the research took to overcome them were outlined in Chapter 3. Response rates to the online questionnaire were generally quite low and an acknowledged disadvantage of anonymous questionnaires is the limited personal accountability for its completion. Due to low response rates, it was difficult to draw conclusions about individual schools.

The second phase of this research revealed that undertaking training in areas related to Emotion Coaching e.g. attachment theory, facilitated the implementation of Emotion Coaching as several staff mentioned this had been a helpful factor. Therefore, the lack of knowledge about related training that schools from the first phase of this research had undertaken is a limitation to this research as it was a potentially influential factor in understanding and implementing Emotion Coaching.

An important feature of case study research is building up a detailed understanding of the case via the collection of varied and detailed information. Another limitation to this research was that time constraints prevented the collection of very detailed data regarding each school and the implementation of Emotion Coaching. Suggestions for how future research could address this limitation are made below.

Finally, this research may have been affected by the Hawthorne effect which concerns research participation, the consequent awareness of being studied and the possible impact on behaviour (McCambridge et. al., 2014). The schools who participated in the first phase of this research were aware that I would be following up two of the schools to carry out SSIs to explore their views in more detail and intermittent dialogue was maintained with the head teachers. Two staff members made reference to the school taking part in the research, suggesting that this had led to more awareness and conversations about the use of Emotion Coaching. Therefore, the fact that this research focused on Emotion Coaching and specifically the implementation of Emotion Coaching, may have raised the profile of the issue within the school and led to changes or actions which may not otherwise have happened. This suggests that actively evaluating the approach may have a positive impact on implementation and has implications for how one might encourage implementation in the future. For example, by suggesting more regular reviews of implementation by internal school itself. However, it does affect the conclusions that be drawn from this research, again creating a more positive bias in the results.

5.7   Future Research

The current research has evidenced the utility of the Emotion Coaching approach as perceived by mainstream primary school staff and these conclusions support those drawn from the limited number of previous studies. It has also demonstrated the wide range of ways in which Emotion Coaching can be applied and the benefits for both children and adults. This research therefore provides further justification for a thorough evaluation of the outcomes of the approach. As noted in the literature review, such a study was not within the scope of this research and outcome evaluations should only be carried out once the approach is fully embedded in a school. Whilst credibility with those who are expected to implement the approach is important, there is also a need for further research to

explore outcomes of Emotion Coaching using sources of information beyond practitioner perspectives which have informed a significant proportion of the findings to date. For example, the voice of children and young people who experience Emotion Coaching, which was partly explored by Gus et al. (2017), could be examined more comprehensively.

As acknowledged in the previous section, the current research adopted a case study approach but due to time constraints was not able to build up a very rich picture of each school. Future case study research could develop an even deeper understanding of the implementation of Emotion Coaching in a school by including observations of staff and children over the course of a day and by asking staff to complete a diary of their use of Emotion Coaching techniques. This could include reflections on any barriers to using Emotion Coaching at times where they felt it would have been helpful. A more personal approach to recruitment may also enable a more heterogeneous sample of staff within each school to participate in the research and include those who may not be so enthusiastic about the approach.

There are many aspects of implementation and this research focused on just one: developing an understanding of implementation. In line with the EEF (2013) this included the facilitators and barrier to implementation, the feasibility of delivering the programme and its attractiveness to schools. Chapter 2 outlined the difficulties of using established frameworks to study the implementation of an approach like Emotion Coaching due to the open nature of the skills involved, the need to respond to children in the moment and the comprehensive impact on the way emotions and behaviour are approached throughout the school. Despite this, there are still aspects of implementation which need to be examined such as what the approach looks like on a day-to-day basis and on a whole-school level. Blase et al. (2012) identify that a well operationalised intervention with clearly identified core intervention components are a prerequisite to successful interventions but this is yet to be fully achieved for Emotion Coaching. Once we have a more comprehensive understanding of the process of implementing Emotion Coaching, we will be better placed to assess the degree to which settings are implementing the approach. This will contribute towards achieving more valid outcome evaluations as researchers will be more confident that they are assessing the effects of Emotion Coaching rather than something else.

5.8   Conclusion

An important part of developing an understanding of the implementation of any approach is to understand how 'attractive' it is to those who are expected to implement it as this will have a significant bearing upon its application (EEF, 2013). This research has shown that Emotion Coaching is valued by primary school staff and that they perceive a range of benefits for children. It can be applied in a range of ways with a range of people including children, colleagues and parents. This research has also contributed towards our understanding about the facilitators and barriers to implementing Emotion Coaching from the point of view of a range of staff including head teachers. Whilst EPs do not have direct control over some of the factors identified, they are responsible for the training design and they can raise awareness and support schools to either promote facilitators or minimise barriers.

Overall, despite some of the identified barriers to implementing Emotion Coaching, staff from a wide range of roles across multiple schools were implementing Emotion Coaching regularly and reported a range of benefits to using the approach. However, if policy makers are serious about supporting the mental health and wellbeing of children and young people in the future, then the pressure school staff face needs to be addressed and priority needs to be given to supporting social, emotional and mental health as well as academic development.

6   Chapter 6: References

Adi, Y., Killoran, A., Janmohamed, K. and Stewart-Brown, S. (2007). Systematic review of the effectiveness of interventions to promote mental wellbeing in children in primary education. Report 1: universal approaches: non-violence related outcomes. [Online]. Available at: https://www.ncbi.nlm.nih.gov/books/NBK73674/ (Last Accessed 29/03/20).

Albers, B and Pattuwage, L. (2017). *Implementation in Education: Findings from a Scoping Review.* Melbourne: Evidence for Learning.

Anders, J., Brown, C., Ehren, M., Greany, T., Nelson, R., Heal, J., Groot, B., Sanders, M. and Allen, R. (2017). *Evaluation of Complex Whole-School Interventions: Methodological and Practical Considerations.* [Online]. Available at: https://educationendowmentfoundation.org.uk/public/files/Grantee_guide_and_EEF_policies/Evaluation/Setting_up_an_Evaluation/EEF_CWSI_RESOURCE_FINAL_25.10.17.pdf (Last accessed 14/05/20).

Antaramian, S., Huebner, S. E., Hills, K. and Valois, R. (2010). A Dual-Factor Model of Mental Health: Toward a More Comprehensive Understanding of Youth Functioning. *American Journal of Orthopsychiatry, 80*(4), 462-472.

Baldwin, T.T., Ford, J. K. (1988). Transfer of training: a review and directions for future research. *Personality Psychology, 41,* 63–103

Bishop, G.F., Oldendick, R. W. and Tuchfarber, A. J. (1978). Effects of Question Wording and Format on Political Attitude Consistency. *Public Opinion Quarterly, 42*, 81-92.

Blase, K., Van Dyke, M., Fixsen, D. and Bailey F. W. (2012). Implementation Science Key Concepts, Themes, and Evidence for Practitioners in Educational Psychology. In B. Kelly and D. F. Perkins (Eds.), *The Handbook of Implementation Science for Psychology in Education.* Cambridge: Cambridge UP.

Blume, B. D., Ford, J. K., Baldwin, T.T. and Huang, J. L. (2010). Transfer of training: a meta-analytic review. *Journal of Management,36*, 1065–1105.

Bonell,C., Humphrey, N., Fletcher, A., Moore, L., Anderson, R. and Campbell,

    R. (2014). Why schools should promote students' health and

    wellbeing. *BMJ* 348, G3078.

Bowlby, J. (1969). *Attachment and Loss. Volume 1: Attachment. (2nd Ed.).* London:

    Hogarth Press and The Institute of Psychoanalysis.

Braun, V. and Clarke, V. (2012). *Thematic Analysis*. In H. Cooper, P. M. Camic, D. L. Long,

    A. T. Panter, D. Rindskopf, and K. J. Sher (Eds.), *APA handbook of research methods in*

    psychology, Vol. 2. Research designs: Quantitative, qualitative, neuropsychological,

    and biological. American Psychological Association.

Bronfenbrenner, U. (1979). *The ecology of human development: Experiments by nature*

    and design. Cambridge, Mass: Harvard University Press.

Bronfenbrenner, U. and Ceci, S. J. (1994). Nature-nurture reconceptualized in

    developmental perspective: A bioecological model. *Psychological Review, 101*(4),

    568-586.

Cameron, E., Mathers, J., and Parry, J. (2006). 'Health and well-being': questioning the

    use of health concepts in public health policy and practice. *Critical public health,*

    16(4), 347–354.

Campbell, J. l., Quincy, C., Osserman, J. and Pedersen, O. K. (2013). Coding In-depth

    Semi-Structured Interviews: Problems of Unitization and Intercoder Reliability and

    Agreement. *Sociological Methods & Research*, 42(3), 294320.

Carlisle, S. and Hanlon, P. (2007). Well-being and consumer culture: a different kind of

    public health problem? *Health promotion international, 22*(3), 261–268.

Cicourel, A.V. (1982). Interviews, Surveys and the Problem of Ecological Validity.

    American Sociologist, 17, 11-20.

Cooperrider, D., & Srivastva, S. (1987). Appreciative Inquiry in Organizational Life.

    Research in Organizational Change and Development, 1, 81-142.

Cordingley, P., Higgins, S., Greany, T., Buckler, N., Coles-Jordan, D., Crisp, B., Saunders, L. and Coe, R. (2015). *Developing Great Teaching: Lessons from the international reviews into effective professional development.* Teacher Development Trust. [Online]. Available at: https://tdtrust.org/wp-content/uploads/2015/10/DGT-Full-report.pdf (Last accessed 14/05/20).

Cresswell, J. W. (2013). *Qualitative inquiry and research design: choosing among five approaches.* California: Sage.

Cross, J. and Kennedy, H. (2011). How and why does VIG work? In H. Kennedy, M. Landor, and L. Todd (Eds.), *Video interaction guidance: A relationship-based intervention to promote attunement, empathy and wellbeing*. London: Jessica Kingsley.

Dane, A., V. and Schneider, B., H. (1998). Program integrity in primary and early secondary prevention: are implementation effects out of control. *Clinical Psychology Review, 18*, 23–45.

Daniel, B. and Wassell, S. (2002). *Assessing and promoting resilience in vulnerable children: The school years.* London: Jessica Kingsley Publishers.

Denham, S., Blair, K., DeMulder, E., Levitas, J., Sawyer, K., Auerbach–Major, S. and Queenan, P. (2003). Preschool Emotional Competence: Pathway to Social Competence? *Child Development, 74*(1), 238-256.

Department for Children Schools and Families (2007). *Social and Emotional Aspects of Learning (SEAL) Programme: Guidance for Secondary Schools*. Nottingham: DCSF Publications.

Department for Education (2014). *Mental health and behaviour in schools: Departmental advice for school staff.* [Online]. Available at: http://dera.ioe.ac.uk/20290/ (Last accessed 14/05/20).

Department for Education (2012). *Ensuring good behaviour in schools. A summary for headteachers, governing bodies, teachers, parents and pupils.* [Online]. Available at:

https://dera.ioe.ac.uk/14113/1/Ensuring%20Good%20Behaviour%20in%20Schools%20-%20-%20A%20summary%20for%20heads%20governing%20bodies%20teachers%20parents%20and%20pupils.pdf (Last accessed 18/05/20).

Department for Education (2016). Behaviour and discipline in schools. Advice for headteachers and school staff. [Online]. Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf (Last accessed 18/05/20).

Department for Education (2016a). *Standards for teachers' professional development.* [Online]. Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/537031/160712_-_PD_Expert_Group_Guidance.pdf (Last accessed 14/05/20).

Department for Education (2018). *Mental health and behaviour in schools.* [Online]. Available at: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/508847/Mental_Health_and_Behaviour_-_advice_for_Schools_160316.pdf (Last accessed 14/05/20).

Department for Education (2019). *Special Educational Needs in England: January 2019.* [Online]. Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/814244/SEN_2019_Text.docx.pdf (Last accessed 14/05/20).

Department of Health (2015). *Future in Mind: Promoting, protecting and improving children and young people's mental health and wellbeing.* [Online]. Available at: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/414024/Childrens_Mental_Health.pdf (Last accessed 14/05/20).

Department of Health (2011). *No health without mental health: A cross-government mental health outcomes strategy for people of all ages*. [Online]. Available at:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/13
8253/dh_124058.pdf (Last accessed 14/05/20).

Department for Health and Social Care (2018). *Prevention is better than cure.* [Online].
Available at:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attac
hment_data/file/753688/Prevention_is_better_than_cure_5-11.pdf (Last accessed
14/05/20).

Department of Health & Department for Education (2018). *Transforming Children and
Young People's Mental Health Provision: A Green Paper.* [Online]. Available
at: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file
/664855/Transforming_children_and_young_people_s_mental_health_provision.pd
f (Last accessed 14/05/20).

Dodge, R., Daly, A., Huyton, J. and Sanders, L. (2012). The challenge of defining
wellbeing. *International Journal of Wellbeing, 2*(3), 222-235.

Durlak, J. A. and DuPre, E. P. (2008). Implementation matters: A review of research on
the influence of implementation on program outcomes and the factors affecting
implementation. *American Journal of Community Psychology, 41*(3-4), 327–350.

Durlak, J.A., Weissberg, R.P., Dymnicki, A.B., Taylor, R.D. and Schellinger, K.B. (2011). The
Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of
School-Based Universal Interventions, *Child Development, 82*(1), 405–432.

Eisenberg, N., Cumberland, A., Spinrad, T. L., Fabes, R. A., Shepard, S. A., Reiser, M.,
Murphy, B. C., Losoya, S. H., and Guthrie, I. K. (2001). The relations of regulation and
emotionality to children's externalizing and internalizing problem behaviour. *Child
Development, 72(*4), 1112–1134.

Education and Health and Social Care Select Committees (2018). *The Government's
Green Paper on mental health: failing a generation.* [Online]. Available
at: https://publications.parliament.uk/pa/cm201719/cmselect/cmhealth/642/64202
.htm (Last accessed 14/05/20).

Education Endowment Foundation (2013). *The EEF's approach to process evaluation.* [Online]. Available at: https://v1.educationendowmentfoundation.org.uk/uploads/pdf/EEF_approach_to_process_evaluation.pdf (Last accessed 14/05/20).

Emotion Coaching UK (2019). Summer newsletter. [Online]. Available at: https://0cb242fb-7e24-4208-86de-d7c876a2f1c2.filesusr.com/ugd/994674_5493d18022b644c182c0cd7505d0ba2e.pdf (Last accessed 14/05/2020).

Evans, R., Scourfield, J. and Murphy, S. (2015). Pragmatic, formative process evaluations of complex interventions and why we need more of them. *Journal of Epidemiology and Community Health*, *69*, 925–926.

Fallon, K, Woods, K and Rooney, S. (2010). A discussion of the developing role of educational psychologists within Children's Services. *Educational Psychology in Practice, 26*(1), 1-23.

Farrell, P., Woods, K., Lewis, S., Rooney, S., Squires, G. and O'Connor, M. (2006). *Function and contribution of educational psychologists in light of the 'Every child matters: Change for children' agenda.* London: HMSO.

Fife-Shaw, C. (2000). Questionnaire Design. In G. M. Breakwell, S. Hammond and C. Fife-Shaw (Eds.) *Research Methods in Psychology*. London: Sage.

Fixsen, D., Blase, K., Metz, A. and Van Dyke, M. (2013). Statewide Implementation of Evidence-Based Programs. *Exceptional Children, 79*(2), 213-230.

Foddy, W. H. (1993). *Constructing questions for interviews and questionnaires: Theory and practice in social research.* Cambridge: Cambridge University Press.

Foster, D. and Long, R. (2020) *The Pupil Premium.* The House of Commons Library. [Online]. Available at: http://researchbriefings.files.parliament.uk/documents/SN06700/SN06700.pdf (Last accessed 14/05/20).

Fox, T. (2015). *Exploring the implementation of Emotion Coaching at a primary specialist provision for children with Behavioural, Emotional and Social Difficulties.* Unpublished DEdPsy Thesis. University of Bristol.

Ford, Baldwin and Prasad (2018). Transfer of Training: The Known and the Unknown. *Annual Review of Organizational Psychology and Organizational Behaviour, 5*, 201-225.

Furedi, F. (2017). *Turning childhood into a mental illness.* [Online]. Available at: https://www.spiked-online.com/2017/12/13/turning-childhood-into-a-mental-illness/ (Last accessed 14/05/20).

Geddes, H. (2017). 'Attachment Behaviour and Learning'. In Colley, D. and Cooper, P. (Eds.), *Attachment and Emotional Development in the Classroom: Theory and Practice.* London: Jessica Kingsley Publishers.

Gilbert, C. L. (2017). Introducing Emotion Coaching into primary, secondary and early years educational settings: the voice of practitioners and model of engagement. Unpublished PhD thesis. Bath Spa University.

Goleman, D. (1996). *Emotional intelligence: why it can matter more than IQ.* Croydon: Bloomsbury.

Goodman, A., Joshi, H., Nasim, B. and Tyler, C. (2015). Social and emotional skills in childhood and their long-term effects on adult life. Early Intervention Foundation. [Online]. Available at: https://www.eif.org.uk/report/social-and-emotional-skills-in-childhood-and-their-long-term-effects-on-adult-life (Last accessed 14/05/20).

Gottman, J. and DeClaire, J. (1997). *Raising an Emotionally Intelligent Child: The heart of parenting.* New York: Simon & Schuster Paperbacks.

Gottman, J., Katz, L. and Hooven, C. (1996). Parental meta-emotion philosophy and the emotional life of families: Theoretical models and preliminary data. *Journal of Family Psychology, 10*(3), 243-268.

Government Office for Science (2008). Five ways to mental wellbeing. [Online]. Available at: https://www.gov.uk/government/publications/five-ways-to-mental-wellbeing (Last accessed 14/05/20).

Graziano, P., Reavis, R., Keane, S., and Calkins, S. (2007). The role of emotion regulation in children's early academic success. *Journal of School Psychology, 45*(1), 3-19.

Green, H., McGinnity, A., Meltzer, H., Ford, T. and Goodman, R. (2005). *Mental Health of Children and Young People in Great Britain, 2004.* Newport: Office for National Statistics.

Greenberg, M., Domitrovich, C., Bumbarger, B. and Seligman, M. E. P. (2001). The Prevention of Mental Disorders in School-Aged Children: Current State of the Field. *Prevention & Treatment, 4*(1), p1-62.

Grossman, R. and Salas, E. (2011). The transfer of training: what really matters. *International Journal of Training and Development, 15*, 103–120.

Gulliford, A. and Miller, A. (2015). Managing Classroom Behaviour. In T. Cline, A. Gulliford, and S. Birch, (Eds.), *Educational Psychology.* Hove: Routledge.

Gunnell, D., Kidger, J., and Elvidge, H. (2018). *Adolescent mental health in crisis. BMJ*, *361*, k2608.

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), 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*, 95-110.

Gus, L. and Wood, F. (2017). Emotion Coaching. In D. Colley and P. Cooper (Eds.) *Attachment and Emotional Development in the Classroom.* London: Jessica Kingsley Publishers.

Halberstadt, A. G., Denham, S. A., and Dunsmore, J. C. (2001). Affective Social Competence. *Social Development*, *10*(1), 79–119.

Hamilton, L. and Corbett-Whittier, C. (2013). *Using case study research in education.* London: Sage.

Havighurst, S. S., Duncombe, M., Frankling, E., Holland, K., Kehoe, C. and Stargatt, R. (2015). An emotion-focused early intervention for children with emerging conduct problems*. Journal of Abnormal Child Psychology, 43*(4), 749-60.

Havighurst, S. S., Wilson, K.R., Harley, A. E., Kehoe, C., Efron, D. and Prior, M. R. (2013). ''Tuning into Kids'': Reducing Young Children's Behavior Problems Using an Emotion Coaching Parenting Program. *Journal of Child Psychiatry and Human Development, 44*(2), 247-264.

Havighurst, S. S., Wilson, K. R., Harley, A. E., Prior, M. R., and Kehoe, C. (2010). Tuning into Kids: Improving emotion socialization practices in parents of preschool children—findings from a community trial. *Journal of Child Psychology and Psychiatry, 51*, 1342-1350.

Howitt, D. and Cramer, D. (2011). *Introduction to Research Methods in Psychology* (3rd ed.). Essex: Pearson.

Huppert, F. A. and Bayliss, N. (2004). Well-Being: Towards an Integration of Psychology, Neurobiology and Social Science. *Philosophical Transactions of the Royal Society B: Biological Sciences, 359(*1449), 1447-1451.

Humphrey, N., Barlow, A. and Lendrum, A. (2018). Quality Matters: Implementation Moderates Student Outcomes in the PATHS Curriculum. *Prevention Science, 19*(2), 197-208.

Humphrey, N., Lendrum, A., Ashworth, E., Frearson, K., Buck, R. and Kerr, K. (2016). *Implementation and process evaluation (IPE) for interventions in education settings: An introductory handbook*. [Online]. University of Manchester. Available at:

https://educationendowmentfoundation.org.uk/public/files/Evaluation/Setting_up_
an_Evaluation/IPE_Guidance_Final.pdf (Last accessed 14/05/20).

Humphrey, N., Lendrum, A. and Wigelsworth, M. (2013). Making the most out of school-
based prevention: lessons from the social and emotional aspects of learning (SEAL)
programme. *Emotional and Behavioural Difficulties*, *18*(3), 248–260.

Irvine (2012). Qualitative methods. In A. Bryman, A. *Social research methods* (4th ed.).
Oxford: Oxford University Press.

Jahnukainen, M. (2010). Extreme cases. In A. J. Mills, G. Durepos and E. Wiebe (Eds.)
Encyclopaedia of Case Study Research. California: Sage.

Jarvis, J. and Polderman, N. (2011). VIG and attachment: Theory, practice and research.
In H. Kennedy, M. Landor, and L. Todd (Eds.), *Video interaction guidance: A
relationship-based intervention to promote attunement, empathy and wellbeing.*
London: Jessica Kingsley Publishers.

Joffe (2012) Thematic Analysis. In D. Harper and A. R. Thompson (Eds.) *Qualitative
Research Methods in Mental Health and Psychotherapy: A Guide for Students and
Practitioners.* John Wiley and Sons.

Jonathon, P. Schuldt, S.H. and Konrath, N.S. (2011). "Global warming" or "climate
change"?: Whether the planet is warming depends on question wording. *Public
Opinion Quarterly, 75*(1), 115–124.

Jones, D., Greenberg, M., and Crowley, M. (2015). Early Social-Emotional Functioning
and Public Health: The Relationship Between Kindergarten Social Competence and
Future Wellness. *American Journal of Public Health, 105*(11), 2283-90.

Katz, L. F., and Maliken, A. C., and Stettler, N. M. (2012). Parental Meta-Emotion
Philosophy: A Review of Research and Theoretical Framework. *Child Development
Perspectives, 6*(4), 417-422.

Katz, L. F., & Windecker-Nelson, B. (2004). Parental meta-emotion philosophy in families with conduct-problem children: links with peer relations. *Journal of Abnormal Child Psychology*, *32*(4), 385–398.

Kessler, R. C., Berglund, P., Demler, O., Jin, R., Merikangas, K. R. and Walters, E. E. (2005). Lifetime Prevalence and Age-of-Onset Distributions of DSM-IV Disorders in the National Comorbidity Survey Replication. *Archives of General Psychiatry, 62*(6), 593-602.

Kilerby, P. and Dunsmuir, S. (2018). Is implementation of evidence-based interventions in schools related to pupil outcomes? A systematic review. *Educational and Child Psychology: Special Issue, September 2018.*

Kousoulis, A. and Goldie, I. (2018). *The window of opportunity to improve mental health is now open.* [Online]. Available at: https://blogs.bmj.com/bmj/2018/11/05/the-window-of-opportunity-in-public-mental-health-is-now-open/ (Last accessed 14/05/20).

Krawczyk, K.M. (2017). *A whole school single case study of Emotion Coaching (EC) training and the impact on school.* Unpublished Thesis. University of Birmingham.

Lang, I. A., Marlow, R., Goodman, R., Meltzer, H. and Ford, T. (2013). Influence of problematic child–teacher relationships on future psychiatric disorder: population survey with 3-year follow-up*. The British Journal of Psychiatry, 202,* 336-341.

Lasorsa, D. L. (2003). Question-Order Effects in Surveys: The Case of Political Interest, News Attention, and Knowledge. *Journalism & Mass Communication Quarterly*, *80*(3), 499–512.

Layard, R., Clark, A., Cornaglia, F., Powdthavee, N. and Vernoit, J. (2014). 'What predicts a successful life? A life-course model of wellbeing'. *Economic Journal, 124*(580), 720–738.

Lecompte, M., & Goetz, J. (1982). Problems of Reliability and Validity in Ethnographic Research. *Review of Educational Research, 52*(1), 31-60.

Lee, K. and Woods, K. (2017). Exploration of the developing role of the educational psychologist within the context of "traded" psychological services. *Educational Psychology in Practice, 33*(2), 111-125.

Lendrum A., and Humphrey, N. (2012). The importance of studying the implementation of interventions in school settings. *Oxford Review of Education, 38*(5), 635-652.

Lister-Sharp D, Chapman S, Stewart-Brown S, Sowden A. (1999). Health promoting schools and health promotion on in schools: two systematic reviews. *Health Technology Assessment, 3*(22).

Lopes, P., Salovey, P., Côté, S., Beers, M., Davidson, R. J., and Scherer, K. R. (2005). Emotion Regulation Abilities and the Quality of Social Interaction. *Emotion, 5*(1), 113-118.

Luthar, S. S. (2006). Resilience in Development: A Synthesis of Research across Five Decades. In D. Cicchetti, & D. J. Cohen (Eds.) *Developmental psychopathology. Volume three, Risk, disorder and adaptation (2nd ed.)*. New Jersey: John Wiley and Sons.

Lynch, S., Worth, J., Bamford, S. and Wespieser, K. (2016). *Engaging Teachers: NFER Analysis of Teacher Retention.* Slough: NFER.

Maslow, A. H. (1943). A Theory of Human Motivation. *Psychological review, 50*(4), 370-396.

Maslow, A. (1987). *Motivation and personality (3rd ed.).* Delhi: Pearson Education.

McCambridge, J., Witton, J. and Elbourne, D. R. (2013). Systematic review of the Hawthorne effect: New concepts are needed to study research participation effects. *Journal of Clinical Epidemiology, 67*(3), 267-277.

Merritt, E., Wanless, S., Rimm-Kaufman, S., Cameron, C., and Peugh, J. (2012). The Contribution of Teachers' Emotional Support to Children's Social Behaviors and Self-Regulatory Skills in First Grade. *School Psychology Review, 41*(2), 141-159.

Mertens, D. and Wilson, A. T. (2012). *Program Evaluation Theory and Practice: A Comprehensive guide.* New York: Guilford Press.

Michalak, D.F. (1981). The neglected half of training. *Training and Development Journal, 35*(5), 22-28.

Miles, M. B., Huberman, M. A. and Saldana (2014). *Qualitative Data Analysis (3rd ed).* California: Sage.

Mitchell-Copeland, J., Denham, S. and Demulder, E. (1997). Q-Sort Assessment of Child–Teacher Attachment Relationships and Social Competence in the Preschool. *Early Education & Development, 8*(1), 27-39.

Morgan, D. L. (2007). Paradigms lost and pragmatism regained: Methodological implications of combining qualitative and quantitative methods. *Journal of Mixed Methods Research, 1*(1), 48-76.

Morrow, V. and Mayall, B. (2009). What is wrong with children's well-being in the UK? Questions of meaning and measurement. *Journal of Social Welfare and Family Law, 31*(3), 217-229.

New Economics Foundation (2008). Five ways to wellbeing. [Online]. Available at: https://neweconomics.org/uploads/files/8984c5089d5c2285ee_t4m6bhqq5.pdf (Last accessed 14/05/20).

NHS (2018). *5 ways to mental wellbeing.* [Online]. Available at: https://www.nhs.uk/conditions/stress-anxiety-depression/improve-mental-wellbeing/ (Last accessed 14/05/20).

NHS Digital (2018). *Mental Health of Children and Young People in England 2017.* [Online]. Available at: https://digital.nhs.uk/data-and-information/publications/statistical/mental-health-of-children-and-young-people-in-england/2017/2017 (Last accessed 14/05/20).

Noble, H., and Smith, J. (2015). Issues of validity and reliability in qualitative research. *Evidence Based Nursing, 18*(2), 34-345.

Ofsted (2019). School Inspection Handbook. [Online]. Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/843108/School_inspection_handbook_-_section_5.pdf (Last accessed 14/05/20).

Parker, J. and Asher, S. (1987). Peer relations and later personal adjustment: are low-accepted children at risk? *Psychological Bulletin, 102*(3), 357-389.

Patalay, P. and Fitzsimonds, E. (2016). Correlates of mental illness and wellbeing in children: Are they the same? Results from the UK Millennium Cohort Study. *Journal of the American Academy of Child & Adolescent Psychiatry, 55*(9), 771-783.

Perryman, J. and Calvert, G. (2020). What motivates people to teach and why do they leave? Accountability, performativity and teacher retention. *British Journal of Educational Studies, 68*(1), 3-23.

Porges, S. (2011). The Polyvagal Theory: Neurophysiological foundations of emotions of emotions, attachment, communication and self-regulation. *Norton series on interpersonal neurobiology.* New York: Norton & Co. Inc.

Rees, G., Bradshaw, J., Goswami, H. and Keung, A. (2010). *Understanding children's well-being: A national survey of young people's well-being.* London: The Children's Society.

Reid, J. (2017). Emotional development and approaches to classroom management. In D. Colley and P. Cooper (Eds.) *Attachment and Emotional Development in the Classroom.* London: Jessica Kingsley Publishers.

Robson, C. (2002). *Real world research (2nd ed.).* Oxford: Blackwell Publishing.

Rogers, C. (1946). Significant aspects of client-centered therapy. *American Psychologist, 1*, 415-422.

Rose, J. and Gilbert, L. (2017). Attachment Aware Schools. In D. Colley and P. Cooper (Eds.) *Attachment and Emotional Development in the Classroom.* London: Jessica Kingsley Publishers.

Rose, J., McGuire-Snieckus, R. and Gilbert, L. (2015). Emotion Coaching - a strategy for promoting behavioural self-regulation in children/young people in schools: A pilot study. *The European Journal of Social and Behavioural Sciences*, *13*(2), 1766–1790.

Ryan, R. M. and Deci, E. L. (2000). Self-Determination Theory and the Facilitation of Intrinsic Motivation, Social Development, and Well-Being. *American Psychologist, 55*(1), 68-78.

Stassen, H. M. and Carmack, H. J. (2019). Questionnaire Design. In J. Edlund & A. Nichols (Eds.), *Advanced Research Methods for the Social and Behavioral Sciences*. Cambridge: Cambridge University Press.

Stecher, B., and Borko, H. (2002). Integrating findings from surveys and case studies: Examples from a study of standards-based educational reform. *Journal of Education Policy, 17*(5), 547-569.

Tashakkori, A. and Teddlie, C. (2003). Major issues and controversies in the use of mixed methods in the social and behavioural sciences. In A. Tashakkori and C. Teddlie (Eds.), *Handbook of mixed methods in social and behavioural research*. Thousand Oaks: Sage Publications.

Taylor, P. J., Russ-Eft, D. F. and Chan, D. W. L. (2005). A meta-analytic review of behaviour modeling training. *Journal of Applied Psychology, 90*(4), 692–709.

Taylor, R. D., Oberle, E., Durlak, J. A. and Weissberg, R. P. (2017). Promoting Positive Youth Development Through School-Based Social and Emotional Learning Interventions: A Meta-Analysis of Follow-Up Effects. *Child Development*, *88*(4), 1156–1171.

The Children's Society (2018). *The Good Childhood Report*. London: The Children's Society.

The Children's Society (2019). *The Good Childhood Report.* London: The Children's Society.

Trentacosta, C., Izard, C., and Phelps, E. A. (2007). Kindergarten Children's Emotion Competence as a Predictor of Their Academic Competence in First Grade. *Emotion, 7*(1), 77-88.

UNICEF (2007). *Child poverty in perspective: an overview of child well-being in rich countries.* Innocenti Report Card, Vol. 7. Florence, Italy: Unicef Innocenti Research Centre.

Weare, K. (2010). Mental Health and Social and Emotional Learning: Evidence, Principles, Tensions, Balances. *Advances in School Mental Health Promotion, 3*(1), 5-17.

Weare, K. and Gray, G. (2003). *What works in developing children's emotional and social competence and wellbeing?* Nottingham: DfES Publications.

Weaver, K. (2018). Pragmatic Paradigm. In B. Frey (Ed.), *The SAGE Encyclopedia of Educational Research, Measurement, and Evaluation.* Thousand Oaks: Sage Publications.

Wells, J., Barlow, J., and Stewart-Brown, S. (2003). A systematic review of universal approaches to mental health promotion in schools. *Health Education*, *103*(4), 197–220.

What Works Centre for Wellbeing (n.d.). What is Wellbeing? [Online]. Available at: https://whatworkswellbeing.org/about-wellbeing/what-is-wellbeing/ (Last accessed 14/05/20).

Williams-Brown, Z. and Jopling, M. (2020). Measuring a plant doesn't help it grow: teacher perspectives on the standards agenda in England*. International Journal of Primary, Elementary and Early Years Education.* 3-13.

Wilson, K. R., Havighurst, S. S. and Harley, A. E. (2012). Tuning in to Kids: An Effectiveness Trial of a Parenting Program Targeting Emotion Socialization of Pre-schoolers. *Journal of Family Psychology, 26*(1), 56-65.

Wolpert, M., Humphrey, N., Belsky, J. and Deighton, J. (2013). Embedding mental health support in schools: learning from the Targeted Mental Health in Schools (TaMHS) national evaluation. *Emotional and Behavioural Difficulties*, *18*(3), 270–283.

World Health Organisation (2014). Basic Documents: 48th edition. [Online]. Available at: http://apps.who.int/gb/bd/PDF/bd48/basic-documents-48th-edition-en.pdf#page=7 (Last accessed 14/05/20).

World Health Organisation (2018). World Mental Health Day 2018. [Online]. Available at: http://www.who.int/mental_health/world-mental-health-day/2018/en/ (Last accessed 14/05/20).

Wyse, D. and Torrance, H. (2009). The development and consequences of national curriculum assessment for primary education in England. *Educational Research, 51*(2), 213-228.

Yelon, S. L., and Ford, J. K. (1999). Pursuing a multidimensional view of transfer. *Performance Improvement Quarterly, 12*, 58-78.

Yin, R. (1981). The case study as a serious strategy. *Knowledge: Creation, Diffusion, Utilization, 3,* 97-114.

Yin, R. (1984). *Case Study Research: Design and Methods (1st ed.).* California: Sage.

Yin, R. (2009). *Case Study Research: Design and Methods (4th ed.).* California: Sage.

7   Chapter 7: Appendices

Appendix 1: Ethical considerations

This research project was registered with the UCL Data Protection Office (reference: Z6364106/2019/03/14) and ethical approval was granted by the UCL Institute of Education (see Appendix 2). There were no significant ethical issues posed by this research in that it was being carried out with adults who were not deemed to belong to a vulnerable group. It was also deemed that there was no risk of harm from participating in this research.

In the first phase of this research participants were initially only given brief information about the research before they decided to follow the link to the online questionnaire. To ensure fully informed consent, when participants followed the link, they were directed to an information page and then a page with several consent statements (see start of questionnaire in Appendix 3). They were expected to read through the information and then to read and select several statements of consent to demonstrate their informed consent. The questionnaire was designed in such a way that participants had to select each consent statement that they read before they were allowed to proceed to the questionnaire questions which helped to increase the likelihood that participants were reading the consent form fully.

For the second phase of the research a different information sheet and consent form were provided to participants. Not all of those who completed the questionnaire were invited to take part in the second phase of the research and there were several months between completing the questionnaire and taking part in the semi-structured interviews, so this helped to ensure that the consent was fully informed. The information sheet and consent form are included in Appendices 4 and 5.

It was considered that participants may have felt obliged to take part in the research as the request came from senior leaders in the school and therefore that participation may not have been entirely voluntary. To minimise this risk, participants were assured in the initial information that they did not have to take part in the research if they did not want to and that all questionnaires would be completed anonymously so no one would know

which staff in each school had completed them. During the second phase of this research the transcripts of the interviews were also completely anonymised.

During the semi-structured interviews, staff were asked to give their views and opinions about Emotion Coaching and how the approach had been rolled out in their schools. Information was sought on what had worked well and what hadn't worked well. There was a chance that staff may have criticised other staff including the senior leadership team and they may have been wary about sharing such views if they thought that their views may be shared more widely. Staff were assured that no individual opinions from any of the participants would be shared with staff from their school and no schools or individuals would be identifiable in the final report.

Appendix 2: Ethical approval

Ethical approval granted for April Romney

IOE.Doctorate In Educational Psychology
Tue 26/03, 10:56
Romney, April; Baines, Ed; Somerville, Matt ⚡

👍 ↩ Reply all | ⌄

Inbox

Dear April,

I am very pleased to inform you that your research project **'Exploring the facilitators and barriers to implementing Emotion Coaching as a whole-school approach in mainstream primary schools'** for the year 2 research project on the Doctorate in Professional Educational, Child and Adolescent Psychology, has been given ethical approval. If you have any further queries in this regard, please contact your supervisor.

Please note that if your proposed study and methodology changes markedly from what you have outlined in your ethics review application, you may need to complete and submit a new or revised application. Should this possibility arise, please discuss with your supervisor in the first instance before you proceed with a new/revised application.

Your ethical approval form has been logged and will be uploaded to the UCL IOE database.

Very best of luck with your data collection!

Best wishes,

Will

Will Matthews
Interim Programme Administrator

On behalf of the IOE DEdPsy Programme:
Doctorate in Professional Educational, Child and Adolescent Psychology
UCL Institute of Education

Appendix 3: Guidelines from Foddy (1993) on questionnaire construction

In the case of each question, the researcher should:

(a) Make sure that the topic has been clearly defined.

(b) Be clear both about the information that is required about the topic and the reason for wanting this information.

(c) Make sure that the topic has been defined properly for the respondents by:
- avoiding the use of 'blab' words (i.e. words that are so abstract or general that they lack specific empirical referents),
- avoiding words that are unlikely to be understood by all respondents either because they are rarely used in everyday life or are specialist (i.e. jargon) words.

(d) Make sure that the question is relevant to respondents by:
- using an appropriate filter,
- avoiding asking for information respondents are likely to have forgotten,
- avoiding hypothetical issues.

(e) Make sure that the question is not biased by:
- ensuring balance in the introduction to the question (e.g. some people like X, and some people dislike X. Do you like X or dislike X?),
- ensuring that sets of response options are complete,
- ensuring that sets of response options are balanced,
- avoiding using words that are likely to invoke stereotypical reactions.

(f) Eliminate complexities that prevent respondents from easily assimilating the meaning of the question by:
- avoiding asking 2 or more questions at once,
- avoiding the use of words that have several meanings,
- checking whether the question has been worded as simply as possible,
- avoiding the use of too many 'meaningful' words in the one question,
- avoiding the use of qualifying clauses and phrases and the addition of complicating instructions which cause respondents to start to answer, before they have been exposed to the whole question
- if qualifying clauses and phrases have to be used, they should be placed at the beginning rather than at the end of the question,
- making sure that the question is as short as possible,
- avoiding the use of both negatives and double negatives.

(g) Ensure that respondents understand what kind of answer is required by:
- setting the question in context

- informing respondents why the question is being asked
- informing respondents what will be done with the information they give
- specifying the perspective that respondents should adopt.

Appendix 4: Phase 1 email to head teachers

Dear X,

I'm April Romney, a trainee educational psychologist with X's Educational Psychology Service and we met at the Emotion Coaching training day just after Easter. I am looking for primary schools who have had emotion coaching training to take part in my research project **'Exploring the facilitators and barriers to implementing Emotion Coaching following whole-school training in mainstream primary schools.'** I would be really grateful if your school would consider joining the project and taking part. Please note that it doesn't matter how much or little those who complete the questionnaire have used Emotion Coaching since the training, as long as they took part in the training session.

If you agree for your school to get on board, the first phase is going to involve me sending you a link to an online questionnaire which you can then forward to your staff who took part in the training with a request for them to take a look and complete it if they wish to (it will be up to individuals whether they do or not though). The questionnaire is as brief as possible and will only take 5-8 minutes to complete. The questionnaire will be live throughout the summer term.

Two of the schools who get involved in the questionnaire phase will be approached about taking part in the second phase of the research which will take place in the autumn term and involve a handful of staff from each school taking part in semi-structured interviews to explore their views about emotion coaching in more detail.

As a thank you for taking the time to support my project, I will be offering a bumper emotion coaching resource pack for those schools who take part in the questionnaire phase and an implementation support session for staff in those schools who become involved in the second phase.

I would be happy to visit the school or discuss the project over the phone if you require more information.

April Romney

Educational Psychologist in Training

Appendix 5: Information for head teacher to forward to staff

*I'm April Romney, a trainee educational psychologist and I am looking for staff in primary schools who have had Emotion Coaching training to take part in my research project **'Exploring the facilitators and barriers to implementing Emotion Coaching following whole-school training in mainstream primary schools.'***

Your school had training in Emotion Coaching with X in September 2018. I am looking for any staff who took part in that training to complete an online questionnaire which will take around 5-8 minutes. Please note that I would like to hear from all staff who had the training, regardless of whether you like and/or are using the approach as this will help me to learn more about how Emotion Coaching is received in schools.

I would be really grateful if you would consider taking part and a link to the questionnaire can be found below. All schools who take part will receive an Emotion Coaching resource pack.

https://uclioe.eu.qualtrics.com/jfe/form/SV_8Jq4mniFxaIkkIL

If you have any questions, please get in touch.

Kind regards,

April Romney

Educational Psychologist in Training

Appendix 6: Training overview of schools participating in phase 1

School	Term/Year of training	Length of training	Emotion Coaching UK accredited trainer?
1	Early summer 2019	6 hours	Y
2	Early summer 2019	6 hours	N
3	Early summer 2019	6 hours	Y
4	Early Autumn 2018	3 hours	Y
5	Autumn 2018 – just TAs & early summer 2019 – whole staff	3 hours & 6 hours	Y
6	Early Spring 2019	6 hours	N

Appendix 7: Rationale for items included in questionnaire

Item	Response framework	Which RQ addressed?	Basis for question	Data elicited and how used?
1. Which school do you work at and what area is it in?	Free text	N/A	N/A	This question was for the purpose of being able to group respondents from the same school together which was important for providing contextual information about the school, response rates in each school and the training each school received.
2. What is your job role?	1 = SLT 2 = SENCo 3 = Teacher 4 = HLTA 5 = TA 6 = other	N/A	N/A	Knowing the role of each respondent, helped to contextualise their responses and helped to understand the range of roles that were taking part. It was likely that different roles would offer different perspectives.
3. To what extent do you feel the training helped you to understand the principles which explain *why* Emotion Coaching works?	• Scale of 1-6 　○ 1 = No understanding 　○ 6 = Provided a very detailed understanding • Not sure	RQ2	• Trainee characteristics including cognitive ability • Effectiveness of training design	Responses to this question will give information about the level of understanding that each respondent felt the training gave them. The percentage of respondents selecting each answer will be reported. The answers to this question will be contextualised with the information from EPs about the length of the training delivered/types of activities.
4. Following your training, how prepared did you feel to begin implementing Emotion Coaching?	• Scale of 1-6 　○ 1 = Not prepared at all 　○ 6 = Very well prepared • Not sure	RQ2	• Trainee characteristics including self-efficacy • Effectiveness of training design	Responses to this question will give information about how prepared participants were following their training. The percentage of respondents selecting each answer will be reported. The answers to this question will be contextualised with the information from EPs about the length of the training delivered/types of activities.

5. How relevant or not relevant do you feel Emotion Coaching is to each of the following roles when engaging with children?
• Head Teacher
• Teacher
• TA/LA
• Parent
	• Scale of 1-6
	  ○ 1 = Not relevant
	  ○ 6 = Highly relevant
	• Not sure
		RQ1	• Trainee characteristics including perceived utility of training
			• Successful CPD has overt relevance of content to its participants and their day-to-day experiences (Cordingly et al., 2015)
				This question will elicit scores for how relevant each respondent thinks EC is to each of these roles. The data for each role will be compared.

6. Whether you take them or not, how often do you feel there are opportunities for you to use Emotion Coaching in your practice?	• More than once a day • Once a day • Every other day • Twice a week • Every week • Every month • Other • Never • Not sure	RQ1	• Trainee characteristics: perceived utility of training • Work environment: opportunity to perform • Successful CPD has overt relevance of content to its participants and their day-to-day experiences (Cordingly et al., 2015)	The data for this question will show how regularly staff identify opportunities to use EC. The clause 'whether you take them or not' will help to minimise the impact of barriers which stop staff using EC on participant responses. It should help to pick up instances where staff think it would have been useful, even if they didn't actually use it for whatever reason. The percentage of responses for each option will be reported.
7. Emotion Coaching **is not** a useful approach for **professionals** to use with children / Emotion Coaching **is** a useful approach for **professionals** to use with children	• Strongly disagree • Disagree • Slightly disagree • Slightly agree • Disagree • Strongly disagree • Not sure	RQ1	• Trainee characteristics: perceived utility of training • Social validity: utility	Responses to this item will firstly show whether staff feel that Emotion Coaching is useful or not and the extent to which they feel it is useful or not useful. Percentage of agreement with each response will be reported.
8. Emotion Coaching **is** a useful approach for **parents** to use with their children / Emotion Coaching **is not** a useful approach for **parents** to use with children	• Strongly disagree • Disagree • Slightly disagree • Slightly agree • Disagree • Strongly disagree • Not sure	RQ1	• Trainee characteristics: perceived utility of training • Social validity: utility	The percentage that each response option is selected will be reported. This item will act as a comparison with item 7 about whether staff

9. Which of the following statements best reflects the current level of engagement with Emotion Coaching in your school?	• Emotion Coaching is widely practised across the school and parents are aware of the approach we are using • Emotion Coaching is widely practised across the school • Some staff in school use Emotion Coaching and others do not • Emotion Coaching is used by a few staff in the school • Emotion Coaching was previously used in this school, but is no longer in use • Emotion Coaching was not used in the school following the training • Other (please give a brief description) • Not sure	RQ1/2	• Transfer climate: situational cues and consequences & support • Social validity: feasibility • Sustainability	Data for this question will tell us how widely staff perceive that EC is being practiced in their school. The percentage of responses for each option will be reported.
10. What factors helped you to implement Emotion Coaching?	Free text	RQ2	• Trainee characteristics • Training design • Work environment	Open responses to this question will be subject to a qualitative analysis. Key factors which support implementation will be elicited.
11. What factors made it difficult to implement Emotion Coaching?	Free text	RQ2	• Trainee characteristics • Training design • Work environment	Open responses to this question will be subject to a qualitative analysis. Key barriers to implementation will be elicited.
12. What further training or support do you feel would be helpful in order to help you develop your Emotion Coaching practice further?	Free text	RQ2	• Trainee characteristics • Training design • Work environment	Open responses to this question will be subject to a qualitative analysis. Staff views about things which could help them use EC more will be elicited.

Information and consent

Emotion Coaching

My name is April Romney and I am inviting you to take part in my research project, **'Exploring the facilitators and barriers to implementing Emotion Coaching as a whole-school approach in mainstream primary schools'**. I am currently undertaking a professional doctorate at UCL Institute of Education to become an Educational Psychologist and I am undertaking this piece of research as part of my training, under the supervision of Matt Somerville and Ed Baines. I hope to find out more about what training and support helps staff to implement Emotion Coaching in their practice across a whole school and what barriers there might be. This will help those who train and support schools in Emotion Coaching to make their support more effective.

<u>What will happen if you choose to take part?</u>

If you chose to take part in this research, you will be directed to an online questionnaire in which you will be invited to answer a series of questions about your views and experiences of Emotion Coaching. The questionnaire will take around **5-8 minutes** to complete. In addition, once the online questionnaire phase of the research has been completed you *may be* invited to take part in a face-to-face interview or focus group discussion with the researcher in September/October 2019 which will last for around 20-30 minutes.

<u>What will happen to the results of the research?</u>

All data that is collected during this research will be anonymised, confidential and stored securely. Anonymous data may be shared with my supervisors and the results will be written up in to a report and submitted as part of my Thesis. The final report will be completely anonymous as only codes (e.g. school A, participant 1) will be used and the results of this research may later be published in an academic journal/book.

<u>Contact for further information</u>

If you have any further questions before you decide whether to take part, you can reach me at april.romney.17@ucl.ac.uk.

If you would like to be involved then please read and complete the following consent form.

Consent for participation in research (click each statement to confirm agreement).

☐ I confirm that I have read and understood this information sheet, and have had the opportunity to consider the information, ask questions, and have had these questions adequately answered.

☐ I understand that my participation is voluntary and that I am free to withdraw at any time, without giving any reason.

☐ I know that I can refuse to answer any or all of the questions and that I can withdraw from the questionnaire or interview at any point.

☐ I agree for the interview to be recorded, and that recordings will be kept secure and destroyed at the end of the project. I know that all data will be kept under the terms of the General Data Protection Regulation (GDPR).

☐ I agree that small direct quotes may be used in reports and publications (these will be anonymised).

☐ I understand that in exceptional circumstances anonymity and confidentiality would have to be broken, for example, if it was felt that practice was putting children at risk, or there were concerns regarding professional misconduct.

General

1. Which school do you work at?

[   ]

2. What is your job role? (select all those that apply)

☐ Senior leadership team

☐ SENCo / SENDCo

☐ Teacher

☐ Learning support assistant / teaching assistant

☐ Other support role

☐ [   ] Other (please specify)

Training

It is hoped that the following questions will help me to get a better understanding of your personal experience of being trained in Emotion Coaching. Please indicate your answers on the scale below.

3. To what extent do you feel the training helped you to understand the principles which explain *why* Emotion Coaching works?

1. Provided no understanding at all	2.	3.	4.	5.	6. Provided a very detailed understanding	Not sure
O	O	O	O	O	O	O

4. Following your training, how prepared did you feel to begin implementing Emotion Coaching?

1. Not prepared at all	2.	3.	4.	5.	6. Very well prepared	Not sure
O	O	O	O	O	O	O

Practice

Emotion Coaching was originally developed as a guide for parents for interacting with their children but is now practiced in many educational settings by professionals like yourself. Your responses to the following statements will help me to understand **how useful or not useful and relevant or irrelevant you feel Emotion Coaching is to your own practice and the practice of other professionals.**

5. How relevant or not relevant do you feel Emotion Coaching is to each of the following roles when engaging with children?

	1. Not relevant at all	2.	3.	4.	5.	6. Highly relevant	Not sure
Head Teacher	O	O	O	O	O	O	O
Teacher	O	O	O	O	O	O	O
Teaching assistant / learning support assistant	O	O	O	O	O	O	O
Parent	O	O	O	O	O	O	O

6. Whether you take them or not, how often do you feel there are opportunities for you to use Emotion Coaching in your practice?

- O More than once a day
- O Once a day
- O Every other day
- O Twice a week
- O Every week
- O Every month
- O [_____] Other

○ Never
○ Not sure

7. Emotion Coaching is a useful approach for professionals to use with children.

Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Don't know
○	○	○	○	○	○	○

8. Emotion Coaching is a useful approach for parents to use with their children.

Strongly Disagree	Disagree	Slightly Disagree	Slight Agree	Agree	Strongly Agree	Don't know
○	○	○	○	○	○	○

Facilitators and barriers to practice

There is a wide variation in the level of Emotion Coaching practiced across different schools who have training. Whilst some schools practice Emotion Coaching widely and embed it as a whole-school approach, others do not continue to practice Emotion Coaching after their training. Some schools use it for a while but then stop and in other schools some staff use it and others do not.

It is hoped that **the following questions will help me to get a better understanding of what may have helped and hindered your own practice and practice across the school.** Please give as much detail as you can.

9. Which of the following statements best reflects the current level of engagement with Emotion Coaching in your school?

○ Emotion Coaching is widely practised across the school and parents are aware of the approach we are using

○ Emotion Coaching is widely practised across the school

○ Some staff in school use Emotion Coaching and others do not

○ Emotion Coaching is used by a few staff in the school

○ Emotion Coaching was previously used in this school, but is no longer in use

○ Emotion Coaching was not used in the school following the training

○ [   ] Other (please give a brief description)

○ Not sure

10. What factors helped you to implement Emotion Coaching?

[   ]

11. What factors made it difficult to implement Emotion Coaching?

[   ]

12. What further training or support do you feel would be helpful in order to help you develop your Emotion Coaching practice further?

[   ]

Powered by Qualtrics

UCL

Institute of Education

Exploring the facilitators and barriers to implementing Emotion Coaching as a whole-school approach in mainstream primary schools.

March 2019 – August 2020

Information sheet for staff in schools taking part in Phase 2: Semi-structured Interviews

My name is April Romney and I am inviting you to take in part in my research project, 'Exploring the facilitators and barriers to implementing Emotion Coaching as a whole-school approach in mainstream primary schools'. I am currently undertaking a professional doctorate at UCL Institute of Education to become an Educational Psychologist and I am undertaking this piece of research as part of my training, under the supervision of Matt Somerville and Ed Baines.

I hope to find out more about what training and support helps staff to implement Emotion Coaching in their practice across a whole school and what barriers there might be. This will help those who train and support schools in Emotion Coaching to make their support more effective. This research is being carried out in two phases.

Phase 1
Phase 1 of this research project has already been completed and involved staff in schools, including the school you work in, completing a short online questionnaire about their experiences of being trained in and using Emotion Coaching. You may or may not have completed this questionnaire.

Phase 2
The second phase of this research is going to involve face-to-face interviews with the researcher to explore staff views about Emotion Coaching in more detail. The Head Teacher of your school has agreed to your school taking part and I am hoping to recruit several staff to take part in the interviews. I hope to explore a range of views about the implementation of Emotion Coaching and would like to hear from staff who use it regularly, use it occasionally and don't use it regularly or at all. It doesn't matter whether you completed the online questionnaire or not.

Key points:
- The interview will last for approximately 25 minutes and will take place in your school at a time that is convenient to you.
- The interview will be voice recorded on a password protected device and then transcribed.
- Any information collected during this research will be kept strictly confidential and you and your school will remain anonymous in any write-ups from this research.
- All information collected in the course of this research will be stored securely on password protected devices and/or locked filing cabinets.
- Taking part is voluntary and you can choose to stop taking part at any time.

- You have the right to withdraw your consent and your data at any point up until the **end of December 2020.**

Contact for further information
You can contact me at april.romney.17@ucl.ac.uk / [redacted] if you have any questions following this interview or would like to withdraw your consent and data.

This project has been reviewed and approved by the UCL IOE Research Ethics Committee [Z6364106/2019/03/14].

Data Protection Privacy Notice

I am required to tell you that the data controller for this project will be University College London (UCL). The UCL Data Protection Office provides oversight of UCL activities involving the processing of personal data and can be contacted at data-protection@ucl.ac.uk. UCL's Data Protection Officer can also be contacted at data-protection@ucl.ac.uk. Further information on how UCL uses participant information can be found here: www.ucl.ac.uk/legal-services/privacy/participants-health-and-care-research-privacy-notice

The legal basis that would be used to process your personal data will be 'performance of a task in the public interest'. Your personal data will be processed so long as it is required for the research project. If we are able to anonymise or pseudonymise the personal data you provide we will undertake this and will endeavour to minimise the processing of personal data wherever possible.

If you are concerned about how your personal data is being processed, or if you would like to contact us about your rights, please contact UCL in the first instance at data-protection@ucl.ac.uk.

Appendix 10: Phase 2 email to head teachers

Hi X,

Thank you so much for agreeing to become a case study school for the second part of my research. As explained in the last email, this will involve carrying out semi-structured interviews with at least 5 members of your staff which would last for around 25-30 minutes each. I would also need to interview a member of the SLT who was involved in the decision to try Emotion Coaching.

The participation of staff will need to be on a voluntary basis and anyone who doesn't wish to take part shouldn't be persuaded to do so in any way. It would be great if you could share the following information via email along with the attached information with staff:

*"I'm April Romney, a trainee educational psychologist and I am looking for staff in primary schools who have had Emotion Coaching training to take part in my research project **'Exploring the facilitators and barriers to implementing Emotion Coaching following whole-school training in mainstream primary schools.'***

Staff from your school have already taken part in the first phase of my research which involved completing an online questionnaire. You may have been one of these staff members. I am now looking for staff to discuss the implementation of Emotion Coaching with me in a bit more detail in a semi-structured interview which would last for around 25-30 minutes, at a time convenient to you. <u>It doesn't matter whether you use Emotion Coaching or not or whether you completed the questionnaire – I would be grateful to hear from any staff.</u>

Full information can be found in the attached information sheet. Participation is voluntary but if you are interested then please let your head teacher know. Many thanks."

Please do pass on my contact details if anyone has any questions or if you have any questions yourself. I would be hoping to come into school around late November or December to carry out the interviews and can arrange times and dates to suit you.

I look forward to hearing from you.

Kind regards,

April Romney

Educational Psychologist in Training

Appendix 11: Phase 2 consent form

Consent for participation in research
Exploring the facilitators and barriers to implementing Emotion Coaching following whole-school training in mainstream primary schools.	(tick to confirm agreement)

I confirm that I have read and understood the information sheet, and have had the opportunity to consider the information, ask questions, and have had these questions adequately answered. ☐

I understand that my participation is voluntary, that I can refuse to answer any or all of the questions and that I can stop the questionnaire or interview at any point. ☐

I know that I am free to withdraw my data up until the date on the information sheet, without giving any reason. ☐

I agree for the interview to be recorded, and that recordings will be kept secure and destroyed at the end of the project. I know that all data will be kept under the terms of the General Data Protection Regulation (GDPR). ☐

I agree that small direct quotes may be used in reports and publications (these will be anonymised). ☐

I understand that in exceptional circumstances anonymity and confidentiality would have to be broken, for example, if it was felt that practice was putting children at risk, or there were concerns regarding professional misconduct. ☐

Name:………………………………………………………….…………………….

Signature: ……………………………………………………. Date: …………….…….

Name of researcher:………………………………………………………………...

Signature: ……………………………………………………. Date: …………….…….

Appendix 12: Semi-structured interview schedule for staff

- My research is exploring the extent to which schools implement Emotion Coaching following their training and what factors may affect this.
- I'm interested in your views of Emotion Coaching as an approach and what sorts of things help or prevent staff in schools to start practicing Emotion Coaching more widely across the school.
- Staff in your school have already completed a short online questionnaire about Emotion Coaching and today I'm hoping to explore some of the things that came out of the questionnaires in a bit more detail.

Section 1

The first few questions are going to be about your own views of Emotion Coaching and how widely you and others in the school are using it.

1. What do you think about Emotion Coaching as an approach in schools?
    a. Is it relevant to your role?
    b. Is it helpful to children and young people?
    c. How is it helpful? When would you think it has 'worked' or 'not worked'?
    d. How keen were you to implement emotion coaching following your training?

2. To what extent have your attitudes or practices changed as a result of your training in emotion coaching?
    a. Have you tried to use Emotion Coaching since the training? Why/why not?
    b. How often?
    c. Do you view emotions differently to how you did before the training? How?
    d. Any examples of use?
    e. What do you mean when you say it worked or didn't work?

```



```

Section 2

The few questions are going to explore the sorts of things that may have helped or hindered the implementation of Emotion Coaching in your school and how these might be overcome…

3. To what extent has Emotion Coaching been implemented across the school?
  a. How many of your colleagues are using emotion coaching?
  b. Any particular staff groups using it more than others?

4. [If applicable] What sorts of things do you feel have helped you to begin implementing emotion coaching?   a. Training design: were there any particular elements of the training which were useful?

b. Work environment:
    i. Transfer climate: any tools or prompts made available? Regularly discussed? Expectations to implement? Checking up? Incentives? Time to practice or implement?
    ii. Support: any coaching/support from SLT or other staff?
    iii. Opportunity to perform: Were you able to use your emotion coaching training regularly?
    iv. Follow-up: Did you receive any further training or support?

c. You have mentioned … which do you think is the most important factor?

5. What barriers do you feel have prevented you from implementing Emotion Coaching?
    a. Anything that you think would have been more helpful to have in the training?

b. Work environment:
   i. Transfer climate: availability of resources/time limited?
   ii. Support: was there a lack of support from peers/SLT? Did other staffs' negative attitudes stop you or the school from implementing?
   iii. Opportunity to perform: were opportunities to use emotion coaching limited?
   iv. Follow-up: was there a lack of follow-up after the training?

c. You have mentioned … which do you think has been the biggest barrier?

6. What further training or organisational support would be helpful to enable you to develop your practice further?

Any other comments?

Appendix 13: Semi-structured interview schedule for head teachers

- My research is exploring the extent to which schools implement Emotion Coaching following their training and what factors may affect this.
- I'm interested in your views of Emotion Coaching as an approach and what sorts of things help or prevent staff in schools to start practicing Emotion Coaching more widely across the school.
- Staff in your school have already completed a short online questionnaire about Emotion Coaching and today I'm hoping to explore some of the things that came out of the questionnaires in a bit more detail.

Section 1

The first few questions are going to be about the decision to have training in the approach and how staff have responded.

Can you tell me a little bit about how your school became involved in Emotion Coaching?
How was Emotion Coaching introduced to the staff?   • Did they know much about it before the training day?

How have staff responded to Emotion Coaching?

- Feasible approach?
- Relevant approach?
- Useful approach?
- Any champions?

How widely do you think Emotion Coaching is being practiced across the school?

Section 2

The few questions are going to explore the sorts of things that may have helped or hindered the implementation of Emotion Coaching in your school and how these might be overcome…

From your point of view, what sorts of factors effect whether staff implement Emotion Coaching or not?

What sort of things have been put in to place to help staff use Emotion Coaching? • Discussions in staff meetings • Policy development? • Support sessions?
Is there anything which has made it particularly difficult to embed the approach across the school?
What are your planned next steps with regards to Emotion Coaching in your school? • Continue use? • Follow-up training/support • Discontinue and try something else

Would you have any advice or suggestions to make to senior leadership teams in other schools who are considering investing in Emotion Coaching training?

Appendix 14: Outline of thematic analysis stages including worked exampled

Phase 1 – Familiarising yourself with your data

In order to familiarise myself with the data the researcher transcribed all of the interviews manually which has been recognised as one of the best ways for researchers to immerse themselves in their data (Riessman, 1993). Once all of the transcripts had been typed up, the researcher exported them into Nvivo and re-read the transcripts, adding memos with initial ideas on. Once the interviews had been transcribed, the audio recordings were deleted.

Phases 2 to 5 of the thematic analysis were completed consecutively for each school so that the researcher could fully immerse herself in each data set and carry out the analysis more effectively.

Phase 2 – Generating initial codes

Codes identify and provide a label for a feature of the data that is potentially relevant to the research question (Braun & Clarke, 2012). Each transcript was read in detail and codes were assigned to sections of the transcripts which seemed relevant to each of the two research questions on a semantic level. Descriptive code names were used and the sections of transcript that were coded varied length depending on how much contextual information was necessary to understand the code. Also, some sections of text were coded more than once. In order to illustrate this stage in my analysis, a section of coded transcript from School B is included in appendix 14a and a table of all the initial codes generated in relation to RQ1 can be found in appendix 14b.

Phase 3 – Searching for themes

This phase involved exploring the codes that the researcher had identified to find patterns in the data and begin constructing themes. According to Braun and Clarke (2006) a theme "captures something important about the data in relation to the research question and represents some level of patterned response or meaning within the data set" (p.82). This was an iterative process involving grouping similar codes together and sometimes collapsing two or more codes in to one and modifying the name. At this stage some codes

were thought to have been identified because they were interesting rather than relevant to the research question and were therefore deleted. By continually identifying patterns and grouping and regrouping the codes, themes and related subthemes which were relevant to the research questions were constructed. Following on from the example above, some examples of the ways in which codes were grouped and collapsed during this phase of the analysis are shown in appendix 14c.

Phase 4 – Reviewing themes

This stage involved reviewing the themes to ensure that they formed a coherent pattern and that they accurately represented the data set (see appendix 14c). In line with Braun and Clarke (2012), the following key questions guided the way in which the researcher reviewed the themes:

- Is this a theme (it could be just a code)?
- If it is a theme, what is the quality of this theme (does it tell me something useful about the data set and my research question)?
- What are the boundaries of this theme (what does it include and exclude)?
- Are there enough (meaningful) data to support this theme (is the theme thin or thick)?
- Are the data too diverse and wide ranging (does the theme lack coherence)? (p.65)

Phase 5: Defining and naming themes

The process of reviewing the themes and subthemes that the researcher had generated from the data helped her to begin defining and naming the themes. The codebooks for each question were exported from Nvivo into table in a word document, including the number of files and references that were made to each subtheme. The quotes relating to each subtheme were reviewed and the names and definitions for the themes were finalised.

At this stage the researcher inter-coder checks which are outlined in appendix 14d. Following these checks, it was necessary to return to phases 3 and 4 of this process and further refine the subthemes that had been constructed.

Phase 6: producing the report

The final phase of the analysis involved producing this account of the results in Chapter 4 by selecting examples to demonstrate the subthemes and producing a narrative from the data set in order to answer the research questions. Quotes from a range of participants were included in the main body of this research and also in Appendices 15-18 which outlines several illustrative quotes for each theme. At this stage some final tweaks were made to the subthemes: for example the subtheme 'helps with IEP targets' was merged in to 'supports emotional development' as it was realised when writing the commentary for the subtheme that the IEP targets that were being referred to by the participant were about emotional development.

I - The first bit is just about how you've found the approach if and how, when you're using it, how widely it's being used across the school and the second part is thinking about what's helped you to start implementing it if you have and then if you haven't what kind of barriers there have been and normally there's a bit of both. So, what's your role sorry?

P - I'm a learning mentor

I - What was your surname?

P - Xxx

I – So, from when you had the training, so you must have known a little bit about it before actually because you were going to go on the other training.

P - Yeah you see, we were, because of the job I do, I mean, we do look into lots of different trainings and this is one that we had read some of the bits for and everything and was like "oh my God, this would be so good" and we were really, really looking forward to it but then it got oversubscribed so we couldn't go and then when it came up that the whole school were doing it we were absolutely thrilled, so we had looked into it a little bit and everything.

I – Okay, so in terms of, it sounds like it must be quite relevant to your role then if you were going to do specific training.

P – Yes, very much so.

I - How…tell me about when you might use Emotion Coaching.

P - I do a lot of in my afternoons really is more I do a lot of the social/emotional stuff for the IEP targets and everything.

> RQ1. Supports emotional development

I - Like 1-1 and group work?

P - 1-1, small group work, I also use it a lot at playtimes and I also run meet and greet in the mornings and in the meet and greet we do use it ever such a lot because obviously it's at that point when they come in you can really get down into the nitty gritty with it and it really does help those children to be able to vocalise really.

> RQ1. Useful in a range of situations

I – Yes, so you do find that it is helpful for the children

P – (Very much so at meet and greet. I mean it is about knowing your children though because there are certain children that I know that you have to be you couldn't go in with the full scripted sort of thing it wouldn't work. I think it's definitely about knowing your children I mean you can bring bits out of it and everything still as you go through) and as they got to that point but there are some at children it just wouldn't work with.

> RQ2. Knowing children well

> RQ2. Some children not receptive to EC

I - Okay, um.

P - I've got one that you can use humour with but if you used Emotion Coaching it would completely throw him.

I - Oh really?

P – Completely.

I – So, you were looking forward to the training, once you'd had the training what did you think? Were there any bits that stood out for you?

P – (I think it just gave you more confidence really because you looked at the script things and it gave you more of an idea of how you can implement it.) (I mean obviously a lot of us used it anyway in the sort of roles that we do in the pastoral side of it) and I think it was nice because it (then became like a whole school approach where so many more people were using it.) So it made people more susceptible to it you know, the children actually got used to hearing it more so it wasn't just "oh Miss X is going to do this with me and she is going to talk this through with me and she is going to use these", it became second nature to a lot of our children.

RQ2. Quality initial training

RQ1. EC is helpful and widely used

RQ2. All staff need to be on board with the approach

I - Because they were getting that sort of…

P - Because they were getting it from lots of adults.

I - Okay lovely, in terms of, can you think back to, I mean it sounds like you, like you say, were already using bits of it, were there any aspects of your practice that did change from before to after the training?

P - I think it's actually not so much the practice, it was more the understanding behind it that changed. I think, I do believe that the understanding it helped so much because I mean you can obviously, when you work in a pastoral role and everything you look at all the different ways that you can go about things and that and it's just seeing the theories behind it and the bits behind it actually really really helped embed it for me I felt.

RQ2. Quality initial training

I - You're not the first person to say that as well

P - Oh brilliant (?)

I - So I, and I've said to a couple of other people, for me when we are considering what to include in training, we are always mindful of not overloading people with theory.

P – Definitely, but you do, I really do believe that it really does work to have some of the theory behind it because I think it depends on the type of people you are and the way that you learn as well because just the same as the children learn differently and they cope with things differently so do we, so yeah, but I do think that I need some of the theory behind in my training so I prefer that.

RQ2. Quality initial training

I - And I think it helps you actually take it and use it because the way it's portrayed, say in the scripts, if you understand the theory behind it and you come across a situation you can adapt it, you can adapt it to the situation if you've got the understanding.

P - Yeah definitely and the words actually mean more if you've got the understanding behind it as well if you've got the theory you know, you understand why you are using it that specific way I think if you've got the theory behind it.

RQ2. Quality initial training

I - In terms of across the school, do you they think it is being used a lot, a little?

P – (That's quite tricky actually I mean because I tend to work more in the afternoon with just single children I don't tend to see a lot of people in class but I know I mean from experience (I know that it is being used at play times, lunch times, all that sort of thing). So, I do believe that it is being implemented and if, as you talk to people about different situations that have come up they will say "I said such and such to…" and you can see the approach is being used.) I do think it's down very much to how confident people feel with it, do you know, whether or not those people feel confident enough to do that. This side of the school I think is something that I've always been more interested in – the social/ emotional side rather than the academic whereas we have got other people that are more the academic focus and they find the other side I bit trickier.

RQ1. EC is helpful and widely

RQ2. Useful in a range of situations

RQ2. Like natural approach

I - We will possibly come back to that bit.

P – Okay.

I – No, let's stick with it now. So, for the people who don't feel as confident, do you have any suggestions as to what could help them to develop that confidence?

P - I think it is more of a case of, it is repetition for everybody really. I think the more you use it, the more it just becomes like second nature. For me, obviously because of my role, I tend to use it a lot more than some people do, so for me I think I've found the confidence to do that because obviously I use it more and once I'd had the training it was literally, it was just like a snowball that just kept getting bigger and you find that you use it so much that it just makes you really confident using it. So I (7.29) I think the more that they do use it and the more they are encouraged to use it the better it gets. And I know we actually, I mean we had the original training and everything but we are quite lucky because we have a TA meeting once I week, I mean the teachers have their CD meetings and everything but the TAs have a meeting every week as well and in that meeting we go over things that we're maybe not so confident with and we will revisit training and things (8.00) and Emotion Coaching was actually, we recapped it not that long ago so yeah, I think it was about 4 weeks ago that we recapped it or something like that, so yeah I do think that we are quite lucky in that respect, I know that there are a lot of schools that don't get that chance so.

RQ2. Being in a support role

RQ2. Follow up training and support

I – No, it is often just teachers isn't it that have that meeting and I know the teachers have done the same in theirs as well.

P - I couldn't tell you about that.

I - It's okay someone else did. Any other, in terms of what's helped you start using it? Has there been any other support from senior leadership or?

P - I was going to say I think we are quite lucky because obviously the TAs, we've got 2 SEN managers and a SENCo you know, and the SEN managers actually do our meetings once a week and everything and they are always like "okay is there anything more that you need?" you know "do you feel like you need to go through something again?" (9.01) so I

RQ2. Follow up training and support

think we are really very well supported at our school to use different things that you know we are, I mean the way they see it is there is no point doing the training if we are not going to use it.

I – Yes, yeah makes sense.

P - Yes it does makes sense doesn't it.

I - But I think sometimes it can get lost.

P - I think that depends though, I think that depends on (9.28) the quality of the teaching on the training itself, when it comes, the subject of it, whether people are actually interested in it or not and I think because (we have got such good pastoral care at this school it is something that we are passionate about at our school) because we have got a lot of need you know, we are in an area which is not brilliant but we have some where we have got very affluent families but there's quite a lot of deprivation as well and it doesn't just matter whether it's those affluent families or anybody like if you're using it regularly it really does impact on all of them. (10.06)

I - And like you say a pastoral and SEN team that is…

P - Supportive, that is massively important, I think.

I - In terms of barriers then, what sorts of things make it hard to use Emotion Coaching?

P - For me I don't feel that I've got barriers because I get to use it, because of my role, I get to use it a lot. Again, I think the barriers for a lot of them is the opportunities, if if the opportunities arise it's having that you know.

I - For like the teaching staff?

P – Yeah, I'm thinking of all of the staff actually whether it be down to, I mean I've actually heard our site supervisor using Emotion Coaching which was awesome I thought I didn't realise he knew that but I think he's probably, I don't think he was actually at the training because obviously his role it was different but I think because he's heard it used so many times he's picked it up. (11.09) And I know that our lunchtime supervisors, I think it's brilliant because they were actually involved in the training as well so I think it really really did break down the barriers for that and I think the only barrier that we have at our school is if people aren't confident enough to use it, so it really is a case of the choice of whether they feel confident or not.

I – So, even people, we're saying that kind of the modelling from other people is important?

P - I think so yeah, I think it's just, I mean you've actually, sometimes you'll hear children saying some of the things as well, you will be like you know, I walked into a classroom and there's been a child that's really upset and someone's saying I can see you're really upset and you're just like "oh my God I love this (?), it's fine but I'm really proud of you" yeah but you, there no you know I've, when you hear children doing it as well you know that it's being implemented.

RQ2. Initial training

RQ2. School ethos and approach

RQ1. Useful with a range of people

RQ2. Being in a support role

RQ1. EC is helpful and widely used

RQ2. Like natural approach

RQ1. EC is helpful and widely used

Appendix 14b: Codes from first stage of coding for RQ1

Code	No. of participants	No. of times referenced
Builds self-esteem	1	1
EC useful	6	12
Empathy and limit setting useful	3	7
Giving children chance to calm down	1	3
Help reduce absence	1	1
Helps build relationships with children	1	1
Helps children to vocalise	1	1
Helps deescalate	2	3
Helps move on from a problem	1	1
Helps recognise positive feelings too	1	1
Helps with adopted children	1	1
Helps with change	1	1
Helps with IEP targets	1	1
Staff are using EC	4	7
Teach parents to use it	1	2
Use for playground incidents	2	2
Use proactively to manage emotions	1	2
Useful for vulnerable children	1	3
Using EC with other staff	1	1
Validates parents' feelings	2	2

EC is useful
Staff are using EC
Can use in any situation
Not needed all the time
Teach parents to use it
Use for playground incidents
Use proactively to manage emotions
Suits high SEMH needs school
Helps with adopted children
Useful for vulnerable children
Using EC with other staff
Validates parents' feelings
Empathy and limit setting useful
Helps move on from a problem
Builds self-esteem
Helps reduce absence
Helps build relationships with children
Helps with change
Helps children to vocalise
Giving children chance to calm down
Helps deescalate
Helps recognise positive feelings too
Helps with IEP targets

EC is frequently used	/
EC is useful	/
Parts of approach that are valuable	Empathy useful
	Limit setting useful
	Problem solving
Positive impact on children	Builds self-esteem
	Help reduce absence
	Helps build relationships with children
	Helps children with emotional awareness and regulation
	Helps with IEP targets
Useful in a range of situations	Can use in any situation
	Not needed all the time
	Teach parents to use it
	Use for playground incidents
	Use proactively to manage emotions
Useful with a range of people	Useful for children
	Using EC with other staff
	Validates parents' feelings

EC is helpful and frequently used	/
Parts of approach that are useful	Empathy useful
	Limit setting useful
	Problem solving
	Time to de-escalate
Positive impact on children	Builds self-esteem
	Helps reduce absence
	Helps build relationships with children
	Supports emotional awareness and regulation
Wide range of application	Useful in a range of situations
	Useful with a range of people

Appendix 14d: Account of inter-coder agreement checks

Campbell et al. (2013) highlight the distinction between inter-coder reliability and inter-coder agreement which is pertinent to the checks carried out in this research. They explain that inter-coder reliability involves two or more researchers, who are equally skilled, coding units of text in the same way, independently from each other. It is generally accepted that the percentage of overlap between two coders should be at least between 85 and 90 percent, depending on the size and range of the coding scheme (Miles et al., 2014). However, they explain that inter-coder agreement differs in that:

"(it) requires that two or more coders are able to reconcile through discussion whatever coding discrepancies they may have for the same unit of text—discrepancies that may arise, for instance, if some coders are more knowledgeable than others about the interview subject matter" (p. 297)

In the current research the process of inter-coder agreement was used to help ensure that the highly interpretative thematic analysis was more objective/reliable. It is acknowledged that there is very little guidance available about the procedures for carrying out inter-coder agreement checks (Campbell et al., 2013) and there is therefore flexibility in the process (Cresswell, 2013). In their paper, Campbell and colleagues offer some guidance, although their guidance is not wholly relevant to the present research.

As stated earlier, two psychology assistants (PA) who were employed in the researcher's placement LA supported the checks with one PA supporting the coding for each school. The PAs had recently undertaken a two-day training course in Emotion Coaching and were both psychology graduates, familiar with psychological research. As the codes, subthemes and themes for each school had some similarities but also key differences, it was felt that using different people for each case study analysis would help to preserve the independence of each analysis in line with the case study approach of this research. If one PA had supported the analysis for both schools, the overlap and distinction between each case study school may not have been so clear for the PAs who were much less familiar with the research and the whole analysis. The stages for these checks were as follows:

- Prior to meeting with the researcher, the PAs familiarised themselves with the process of thematic analysis and inter-coder checks.

- The researcher met the PAs and explained the research to them including the research questions, the epistemological and ontological approach and the inductive and deductive nature of the thematic analysis. They were made aware that the thematic analysis involved coding for each research question. This helped each PA become more familiar with the research.

- Each PA was given a copy of the research questions and four pages of two different transcripts from the same school. One of them was a general staff member and the other was the head teacher.

- As the blocks of text to which subthemes had been assigned to varied in length, and some sections had been assigned to more than one subtheme, the transcripts had been marked to show how the text had been unitised and there was an indication if more than one subtheme was needed. This is in line with Campbell et al.'s suggestion for overcoming the 'unitisation problem' that is particularly relevant to semi-structured interviews which generate "…more open-ended, rambling responses" (p. 297).

- Each PA then read through each transcript in full, before returning to each four-page section of transcript and assigning codes to each unitised section of text, indicating whether it belonged to RQ1 or RQ2.

- The researcher then met with each PA separately and explored the ways in which each had coded the transcripts. The researcher brought along the most up-to-date higher-level analysis from the end of phase four and also earlier versions where the codes were more descriptive (as in appendix 14c) so that the researcher's lines of thinking could be traced in the way in which codes were grouped into subthemes and themes. Similarities and differences were discussed and most of the further discussion revolved around the differences between each coder.

- Differences in the coding were often around two main things. Firstly, the particular name which the researcher had assigned to a section of the text which we had interpreted in a similar way e.g. one of the PAs labelled a section of text as

"understanding behaviour" whereas I had labelled it "looking beyond behaviour". Secondly, it was around the level at which the PA had coded the transcript i.e. descriptive or interpretive. For example, 'only useful for vulnerable children' (PA) and 'perceptions of the approach' (researcher).

Appendix 15: School A qualitative data RQ1

RQ1.To what extent and in what ways is Emotion Coaching considered useful to school staff?

NB. Participant numbers have been removed if the quote could be identified as coming from a particular member of staff.

Theme	Subtheme	Illustrative quotes
1.Positive impact on children (35)	Empowers children to make better decisions	"Yeh and they are empowered to take control of their own emotions and therefore their own lives" (P1) "I think it is the atmosphere here generally here and it's a very positive thing and we're not you know we're not out to punish children or you know shout at them or tell them that they've been naughty because actually there's a reason they've behaved like it" (P5) "we have the reflection sheets as well so the children, that kind of changed as a school how we dealt with the behaviour so before it used to be like names on the board or you were sent out to another classroom and now they go but they go with a reflection sheet and then we have a conversation about what happened you know so that's essentially they fill it in and think and reflect on their behaviour and then we talk about it when they come back into the classroom, what could you have done it differently next time" (P2)
	Supports emotional development	"we don't get as many, touch wood, massive emotional outbursts" (P7) "I like the fact that, erm, it allows the children to actually understand and name emotions that they are feeling" (P1) "sometimes as well I think we try and cover up the anger side, that we're not allowed to but no you are allowed to be angry because as adults we're allowed to be angry so why can't they - they just have to have a way of dealing with it, that's the thing it's the dealing with that we need to focus on" (P5)

	Supports social skill development	"if those youngsters can talk about their emotions, hopefully they are going to have positive relationships when they are older, so it is a longer -term thing" (P7) "And I think it also helps to understand another person's point of view, even if you're in conflict with them to understand where they're coming from" (P1)
2.Positive impact on staff approach (33)	Increases empathy for children	"for instance he might say, going into a big room full of people, that he is shy, and I can say 'I understand that you're shy because it's a big room, I feel shy as well, but if we go together…' and sometimes that will encourage him to, so I think it's just that understanding isn't it" (P6) "I came across…a TA who no longer works here…trying to coax a young lad with severe emotional issues …and his mum had just deleted Pokemon Go from her phone as a punishment to him and the TA was just about to say to him 'it doesn't matter, it's only…' and no no way, and I stepped in and I sat down next to him and said 'that must have felt awful that must of, I can appreciate how that made you feel. You've been spending hours getting all that Pokemon Go information which is now gone' and he immediately came down" (P7)
	Looking beyond behaviour	"Yeh I think before you may take the approach, look it's okay you know, not brush over it but would be a little bit come on this is fine it's fine and now you just take a step back and think about what could be going on here? What could actually be going on? Because you don't know what goes on when these children go home, and I think you take a little bit more empathy don't you towards a situation" (P3)
	Talk to children in different way	"it has changed, I would say mostly, how they speak to children and that's a key thing" (P7)
	Giving children time to de-escalate	"It is something that I try and think about at home you know why are they so upset? Why are they having a big tantrum? And actually calming them before we have any conversation about it so" (P2)

3.Wide range of applications	Useful with a range of people	"I use it with the staff…it's great with the staff…and a lot of it is just sit back and let them off load without saying don't be daft that's not important, you know it's acknowledging that they are feeling how they are feeling" (P7)
	Useful in a range of situations	"for example, I would see somebody using it when, when we're dealing with first aid because I'm a first aider as well" (P3) "you know you there are different circumstances and you know that things might have happened, you can almost tell if something is potentially going to happen, I'm thinking of one of my students in particular…and I think absolutely I'll go in first before something happens out on the playground" (P5)
4.EC is helpful and widely used	/	"emotion coaching is fantastic and I'm grateful to the TaMHS project and Margot Sunderland for opening my eyes to it" (P7) "I think as a school we've used widely" (P5)

Appendix 16: School A qualitative RQ2

RQ2. What factors are perceived by school staff to be the facilitators and barriers to the effective implementation of Emotion Coaching in their schools?

Theme	Subtheme	Illustrative quotes
1.Nature of the school environment (38)	Pressures on staff	"I would say sometimes there's a time factor, because it can take a chunk of your day trying to emotion coach a child when you've got another 29 children in the classroom or it's right at the end of lunchtime and you are trying to get them in, that I would say is the biggest factor" (P7) "I think that I think because of the environment we work in where everyone is very pressured…It's very easy to fall into the trap of wanting a quick answer, a quick, you know let's solve that problem" (P1) "I just try and it's not always easy is it but I think in if I've got the time and the space and if I'm in the right place and I'm okay I do try" (P4)
	School ethos and approach	"I think because the whole school is on board and it's part of the ethos of the school it makes it easier" (P4) "…we tend to be quite supportive of children when they are not doing things we want them to or when they are struggling with an issue…" (P1)
2.Individual differences between staff (33)	Perceptions of EC	"I - Is there anything that's made it harder to implement emotion coaching, any particular barriers? P - I guess just if people do see it as just a checklist, I guess" (P4) "I think sometimes people see it as a way to solve a specific problem, so unacceptable behaviour in the classroom, whereas actually I think it could be a much more all-encompassing idea" (P1) "last year it took me a while to get to grips with everything and like I say they were different type of children, less receptive to it" (P2) "well everybody uses it, and everyone can see the benefit of it" (P7) "I think you need to see the benefits (of EC)" P4

	Experiences in personal life	"having my own children obviously helps and having that experience helps" (P3) "What I do remember inside was feeling quite emotional about some of it you know like, I'm cross I can't remember what…because it personally, just personally sort of touched me I thought yeah this is so important" (P1) "I mean I think just because if something strikes a chord with you personally, you're interested aren't you so I could quite quickly relate to what was being said" (P4) "I'm quite happy with it because I feel it's something that as I say it's quite natural, I think that's an advantage really" (P5)
	How natural the EC approach is	"I do think that you have to come at it from your own place a little bit maybe because it's not something that you can read off a script is it" (P4) "I think it does depend on whether you've got your own children, and how you were perhaps brought up…how intuitive, you, you are, you know, as a person" (P5)
	Knowing the children	"So, if you can see it and you know the children you've got, it makes it a lot easier doesn't it" (P3) "It very much depends on the child, so you do have to know them" (P5)
	Being in a support role	"I - so the next question is how keen you were to implement emotion coaching, it sounds like you were quite inspired after the training to take it forward P - Definitely, definitely and even more so since being asked to do this role (nurture club) which I wasn't doing at the time it's lovely to be able to put it in place"
3.Consistency of approach across staff (26)	All staff on board with approach	"I can see if you were one person in a school and you were trying to implement it and everyone else was a bit like what are you doing, I just don't know that you would see an impact really" (P4) "Lunchtime supervisors are a little bit harder to reach at times…because they don't always attend the training and they find it harder in the busy environment of the playground" (P7) "when you've got new members of staff, I guess it is that way of keeping it constant then isn't it" (P4)

	Lanyards with steps on	"I haven't got to my lanyard on because I've been dangling over people, you know we all have lanyards and everybody does or should have that on the back of the lanyard so it's there whether you look at it or not it is there but it…I did use it at the beginning, yes I did use it at the beginning, I don't so much now because I think, it I just feel right doing this" (P1)
	Putting EC in policies and other documents	"It underpins our Behaviour and Relationships Policy now - it's all the way through as an approach, it's in our SEF…Self-evaluation form that Ofsted read; it's threaded throughout that"
	SLT enforcing use of EC	"also get tough with staff who don't follow it, it's got to be enforced and you've got to model it yourself so when you're monitoring and evaluating as a school leader actually listening to the conversations that staff are having with the children, you are not just looking at maths and reading and writing you're actually looking at everything it's got to be part of your monitoring schedule" "(Head Teacher) is very good. Yeh he always puts these things to us and makes sure we do it" (P3)
4.Quality training and support (14)	Follow-up training and support	"I think as well it's just sort of cementing your understanding as well so I can come away from the training and think I understood that but when you try to relay it to someone else I think that's when you realise that perhaps there are gaps in what you picked up and other people take different things so if you do have a chance to sit down and bounce ideas off each other you kind of go oh right okay I did get it oh no I didn't quite understand that the same" (P6) "I've just taken it on board, and I've kept all the notes at home still which I brought them in actually because I like to refresh on them" (P3) "I probably could benefit again maybe from sort of a recap" (P6)
	Quality initial training	"yeh I really enjoyed the training at the time, and it did kind of get me thinking" (P4)

	Undertaking other related training	"P - we've had whole staff awareness training with (company) and (name). I've also sent some members of staff on the attachment awareness training in (area) with (organisation) to hear from Louise bomber go to her training…the Inside I'm Hurting training and so on so that people understand that that youngster, there's a reason why they are doing this, this and this, there's always every reason why the child is behaving like that and it's just understanding and so we are an attachment aware school and it's made staff members have a bit more empathy towards some of these youngsters and realise that you don't have to be a looked after child to have attachment issues"
	Further training and reading	"P - I think we could use more training to better integrate what we are doing I - As in more emotion coaching training or…? P - Yeah, to understand the effects that emotions have on people's actions and how powerful the tool is for people to understand them. I think sometimes people see it as a way to solve a specific problem, so unacceptable behaviour in the classroom, whereas actually I think it could be a much more all-encompassing idea" (P1)
5.Language used in approach (3)	/	"so with the little boy that I teach we sort of speak and we sign so communication isn't always particularly in depth, it's kind of just getting, so I've got a emotions thermometer that we use" "so I suppose my communication with the boy I work with makes it difficult, sometimes it's quite difficult to recognise the emotion as well and I suppose that's why we are trying to work on using the thermometer to try and work out what emotions"

RQ1.To what extent and in what ways is Emotion Coaching considered useful to school staff?

Theme	Subtheme	Illustrative quotes
1.Wide range of applications (27)	Useful with a range of people	"Obviously the refreshers, I mean it's interesting as soon as you do a refresher you can hear everybody saying it and you even do it on each other which is quite funny, I did it on the head teacher a little while ago" "I have emotional coached parents you know, I can't get my child into school, I know how you feel I have the same problems you know" (P5) "I find with those children in particular you know the hackles are up straight away It's been really useful" (P3)
	Useful in a range of situations	"no and as I had you know you get lots of children sent to you for various reasons mainly good so I've encouraged those staff to send them for good reasons as well as you know and they bring me their work or something like that and we talk through how they are feeling about things and you know remember those nice feelings from what they've achieved so it works both ways" "if I ever have children come up here and they've got similar social and emotional issues the first thing I do is say I'm going to leave you there for a moment because you look really you know sad or you're looking quite cross so I'm just going to carry on with this and you have a little fitter with that and we'll have a chat in a minute and I just let them completely de-escalate because me saying you're not allowed to kick this and you shouldn't have spoken to that person like this and you need to sit there quietly, it doesn't work so I just give them that safe space for a few minutes" (P1)
2.EC is helpful and	/	"I think it's being used a lot, that understanding, 'I can see that you might be feeling…' you know I can hear people saying that all the time" (P2)

widely used (16)		"I remember doing the online thing I had a sneaky peek at somebody that was sitting next to me and it was that how many times a day do you use it or how many times a week do you use it do you use it once a week once a month I think it was like the 1st question and I was like all the time" (P5) "…I think it's very useful and I've seen big impact" (P1) "I think it a brilliant approach, I'm glad it all came in and everyone is getting on board with it" (P2)
3.Aspects of approach that are useful (14)	Empathy	"it was that yeah the actual empathy bit of it that was the most important thing for me. That, I thought that's the bit that I hadn't got before if you see what I mean that feeling of disappointment and anger it doesn't matter what the disappointment or anger is about the feeling is still the same so yeah that was something special" (P5)
	Giving children time to de-escalate	"if I ever have children come up here and they've got similar social and emotional issues the first thing I do is say I'm going to leave you there for a moment because you look really you know sad or you're looking quite cross so I'm just going to carry on with this and you have a little fitter with that and we'll have a chat in a minute and I just let them completely de-escalate because me saying you're not allowed to kick this and you shouldn't have spoken to that person like this and you need to sit there quietly, it doesn't work so I just give them that safe space for a few minutes" (P1)
	Limit setting	"I think there is flexibility in it, you still need your, that's kind of your limit setting, don't you, you still need that aspect - that behaviour is not acceptable" (P6)
	Problem solving	"I've just had to do it in there, validating from their perspective how they feel about something and trying to move on and form a plan or progression because without validation of their feelings I'm just dismissing" (P1)
4.Positive impact on children (8)	Supports emotional development	"we've introduced you know a 10/15 minute session before half past 3 just to de-escalate just to talk about anything or issues and that's also getting them to understand their emotions and give

		them an opportunity to unload and all of this has kind of been developed because we are thinking about children's emotions" (P6)
	Builds self-esteem	"obviously with children I use it daily to build their self-esteem to you know just get the best out of them" (P1)
	Help reduce absence	"we have very few persistent absence and I do believe that this (the school's approach) is part of it because they are happy to come to school and they know that they are supported and you know unless you've got that understanding school then your attendance figures are low and your exclusions are high and I think children want to come here"
	Helps build relationships with children	"apart from the fact that I think it's very useful and I've seen big impact and I would like to, one of my children that can be very aggressive he's been a LAC child, we were talking about talents the other day and he was making some stuff out of origami and I said I'm quite jealous I've never had a talent you've got quite a few talents and he said you have and I said well what's my talent then and he said you're fun and I thought that's really lovely because when he's up there I will use Emotion Coaching but I will use it with my humour as well so no matter what mood he is in I can say you need to sit there quietly just because I'm going to get in trouble downstairs if you're banging you know I go a little bit as well so I think that quite nice that he's kind of had that whole experience and thought you are the fun person you are not the person telling me off"

Appendix 18: School B qualitative data RQ2

RQ2. What factors are perceived by school staff to be the facilitators and barriers to the effective implementation of Emotion Coaching in their schools?

Theme	Subtheme	Illustrative quotes
1.Quality training and support (51)	Follow-up training and support	"they (managers) are always like okay is there anything more that you need you know? Do you feel like you need to go through something again? So I think we are really very well supported at our school to use different things that you know we are I mean the way they see it is there is no point doing the training if we are not going to use it" (P4) "I - is there anything that you think it would be helpful for other staff or has been helpful for other staff to start using it…if it didn't come as naturally and it was new to them? P - I think just seeing other people using it and modelling it" (P2) "I also think it's very good keep having that even if you've had it once actually every 2 to 3 years, even if you just get one thing from it again and that because you get so much thrown at you all of the time I think revisiting that is really important because it just brings it afresh again" (P5)
	Quality initial training	"I think it was very well received the training I thought it was excellent training, the staff were enthused to use it and it made perfect sense" (P6) "I think having that background knowledge of why it's so important to do and how their brains work etc. is vital and you are not just telling somebody this is what you need to do they've got an understanding of why somebody is doing it and why you should be you know why it's helpful" (P2) "I think it just gave you more confidence really because you looked at the script things and it gave you more of an idea of how you can implement it" (P4)

	Completed related training	"I - so is there anything that you feel has helped you to start using emotion coaching? P - I'd say, I mean, it all started from the attachment training but then when we had the other training, it just reinforced it" (P2)
2.Nature of school environment (31)	Pressures on staff	"I - in terms of barriers then what do you think gets in the way? P - I mean I would say the biggest thing I think is time as a teacher" (P3) "they just want to chat but then I haven't got the time to give them, so it is time but not time, time in a different way do you know what I mean? They can't just walk out of their maths lesson and say I want to go and see Mrs X they have to come to me at lunchtime which means that you are then giving up your time and you're running around you are trying to do first aid you're trying whatever you are trying to do at break time you know make a cup of coffee" (P5) "it's time and pressure and expectations on everybody isn't it" (P6)
	School ethos and approach	"we are doing all this because we want the best for the child and they are not going to be able to learn if they are not able to understand their emotions so we see it as really, really important and if they are in a state of anxiety fight flight there are going to be ongoing issues so" (P6) "I think we are pretty good as a staff at dealing with things as things happen in the moment I think that we are quite strong at that at this school, we have this ethos of you know the mental health of the child is until they are ready to learn they are not going to learn so we are pretty good at that already" (P2)
3.Individual differences between staff (29)	How natural the EC approach is	"I think if I'm boasting I'd learned a lot about things like that previously and I think by my nature that's what I'd always done because I'd had a difficult childhood myself so for me it was quite instinctive to sort of deescalate to, to make sure that everybody feels safe" "I would say obviously some people are better at using it than others but I still, I do think that it's still being used, or feel more comfortable with it or are more nurturing type people anyway" (P2) "I think the only barrier that we have at our school is if people aren't confident enough to use it so it really is a case of the choice of whether they feel confident or not" (P4)

|	Knowing children	"if you know your child, you know your class, you know that background, you know what makes them tick, then you will use it better if you know the child" (P6) "I suppose being aware of the children's issues…even though obviously do you know the confidential stuff we don't know about as such but it's just having that general (?) that you know that child is not going through a good time you don't need to know the details you just because they are so good at hiding it and actually it's just reading their body language and going that's not quite right and actually I have got my eye on that child because I know something is going on at the moment" (P5)
	Being in a support role	"I think it is more of a case of, it is repetition for everybody really. I think the more you use it the more it just becomes like second nature. For me obviously because of my role I tend to use it a lot more than some people do so for me I think I've found the confidence to do that because obviously I use it more" (P4) "obviously your TA is your first port of call because they are the ones who are meeting and greeting in the morning, they are the ones that are doing this" (P5)
	Change in approach difficult	"I think it's a barrier for some just because they are so used to their way and they are scared of a new way being a bit 'hippyfied'" (P1) "I think just, just always finding different approaches with the children anyway obviously as a teacher you are always learning new things and things change and you always look for I suppose more successful strategies to deal with the children so it's just I'm quite an open person anyway and I will always take new things on board and give things a try"
4.Perceptions of EC (9)	Only using it for big incidents	"I think sometimes they are looking for the huge behaviour to use it on when actually from my point of view it can be used if they have fallen out with their sister, if they've got a cut on their hand if they've got a scrape on their knee whatever it is actually that I understand how you feel approach works all the time" (P5)

	Only useful for vulnerable children	"P - there are key individual children who I think sometimes, some children you know for right or wrong you know just needed the rewards and consequences, which I know isn't advocated in this but other children have responded very very well so it's particularly those very vulnerable children who you that we are dealing with day in day out who have got huge attachment issues huge abuse issues, neglect, emotional neglect, emotional abuse, sexual abuse, whatever that we have found it really really useful…if you get you know a year 6 boy who has fallen out with his mate over football when he was trying to pull a fast one then you know I'll still say stop it or pack it in or you know you know" (P6)
	Some children not receptive to EC	"I suppose just those children that even though you do it all perhaps still have the hackles up you know the real children who you still come cross that barrier with them I'm not sure then what the answer is" (P3) "there are certain children that I know that you have to be you couldn't go in with the full scripted sort of thing it wouldn't work I think it's definitely about knowing your children I mean you can bring bits out of it and everything still as you go through and as they got to that point but there are some at children it just wouldn't work with…I've got one that you can use humour with but if you used emotion coaching it would completely throw him" (P4)
	EC perceived as soft approach	"I think it's a barrier for some just because they are so used to their way and they are scared of a new way being a bit 'hippyfied'" (P1)
5. Consistency of approach across staff (7)	All staff need to be on board with approach	"I think if it's not led from, if it's not a whole school then it would be very very difficult it would be quite a thankless task" (P6) "I would probably like to see sort of lunchtime staff maybe have more training because obviously they are spending quite a lot of time with them you know very unstructured lunchtime period" (P2)

	Put into policy	"I think the behaviour policy has been tweaked, we have kind of come away from the rewards, listing the rewards and consequences for X Y and Z and re-phrased it so that there is more emphasis on understanding why the child has behaved a certain way or and their emotions really"

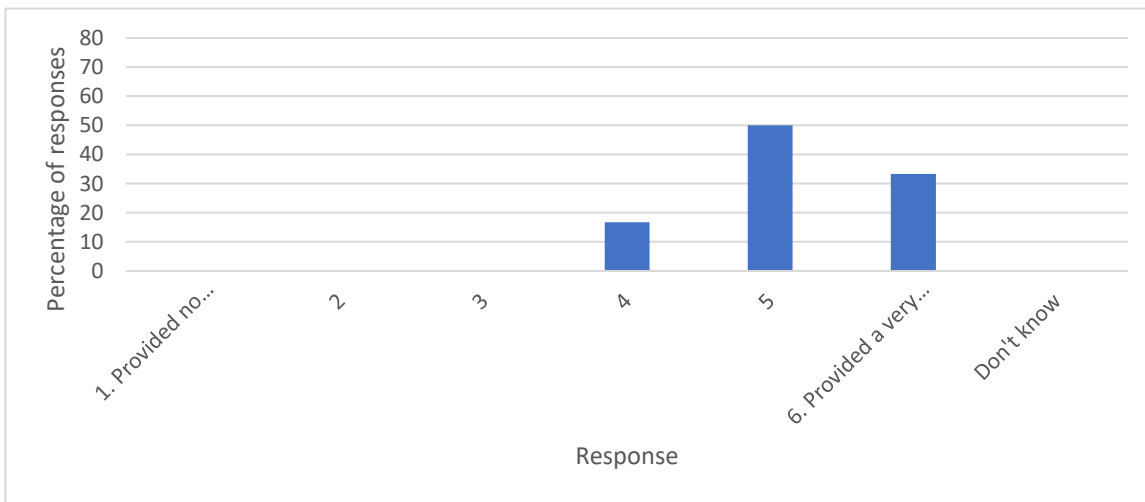3. To what extent do you feel the training helped you to understand the principles which explain why Emotion Coaching works? (1=provided no understanding at all/6=provided a very detailed understanding)
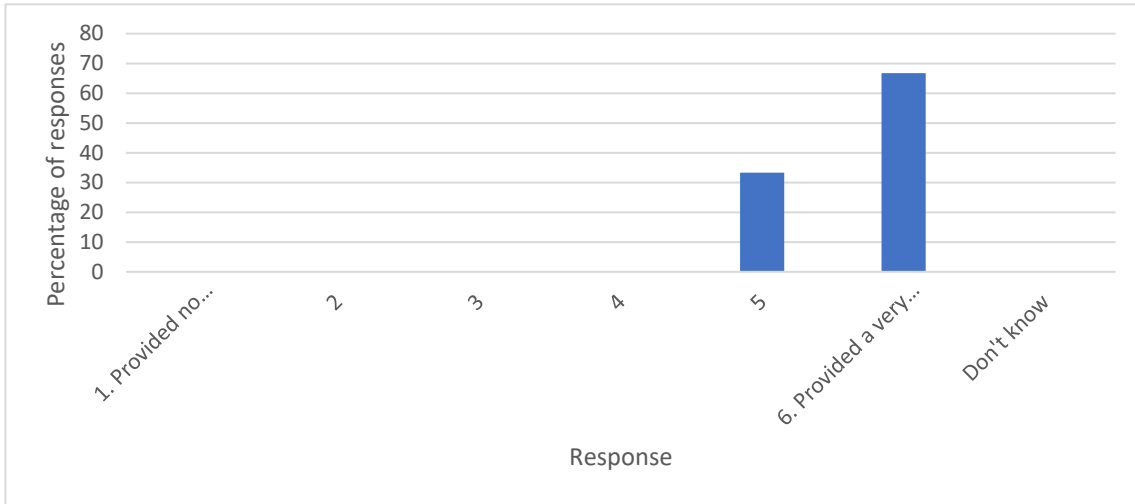
School A

School B

4. Following your training, how prepared did you feel to begin implementing Emotion Coaching?
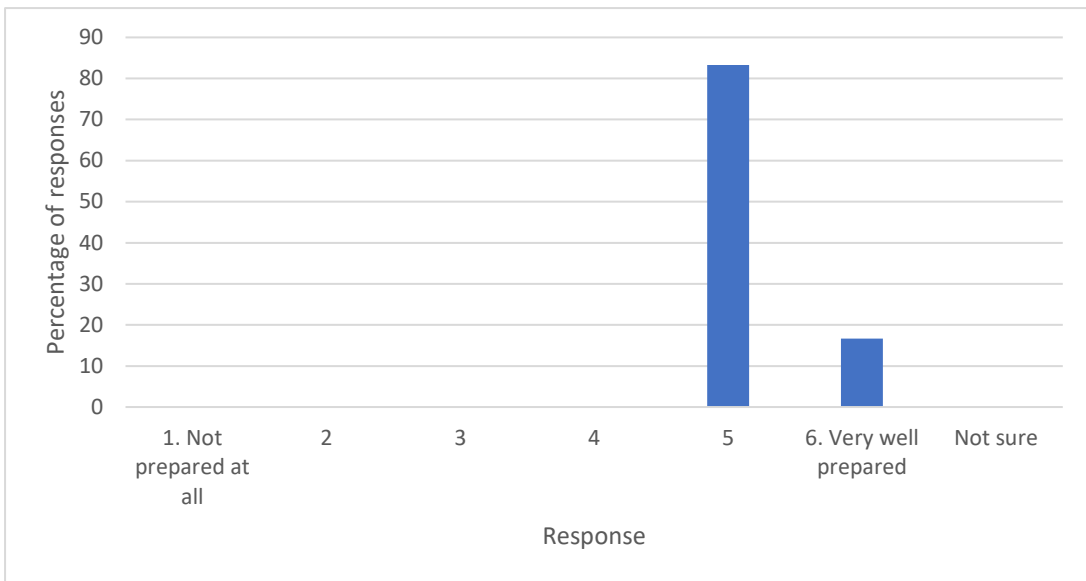
School A

School B
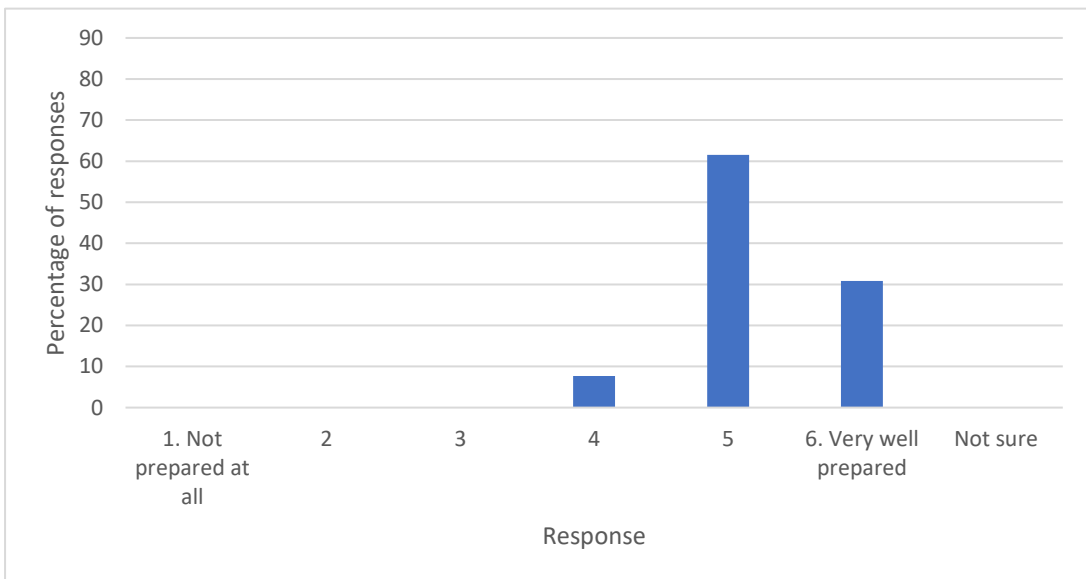
5. On a scale of 1-6, with 1 not relevant at all and 6 highly relevant, how relevant do you feel Emotion Coaching is to each of the following roles when engaging with children?

School A
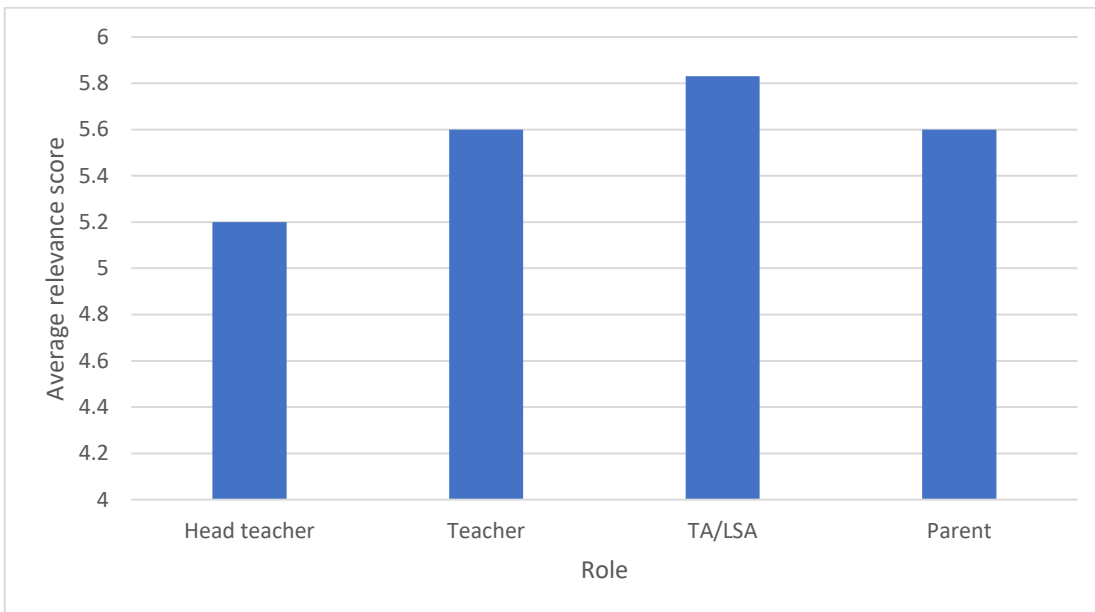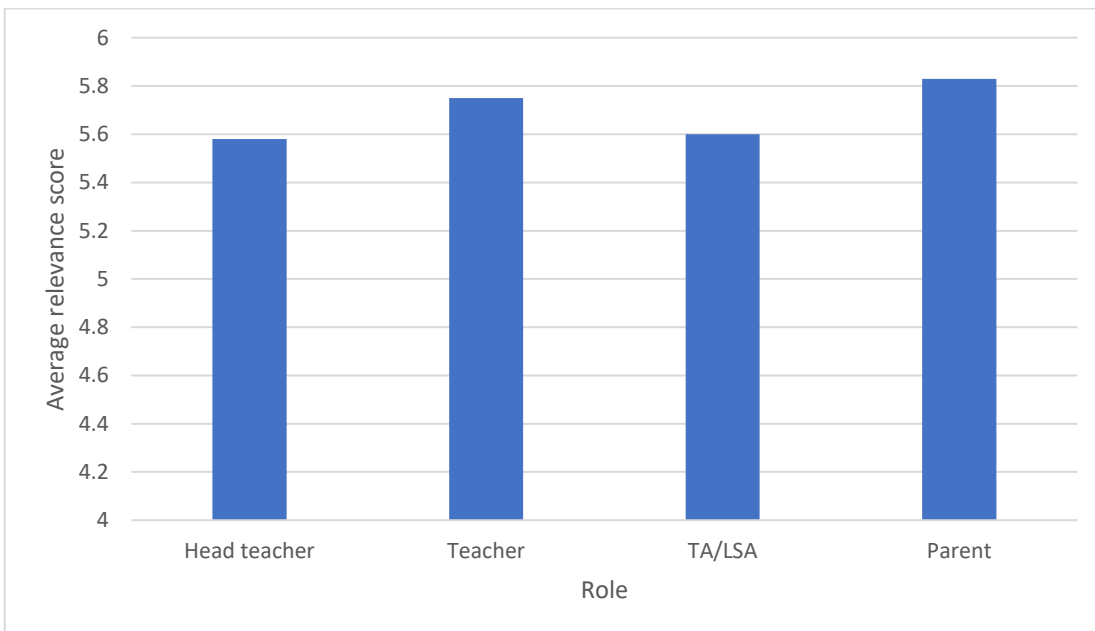
School B

6. Whether you take them or not, how often do you feel there are opportunities for you to use Emotion Coaching in your practice?
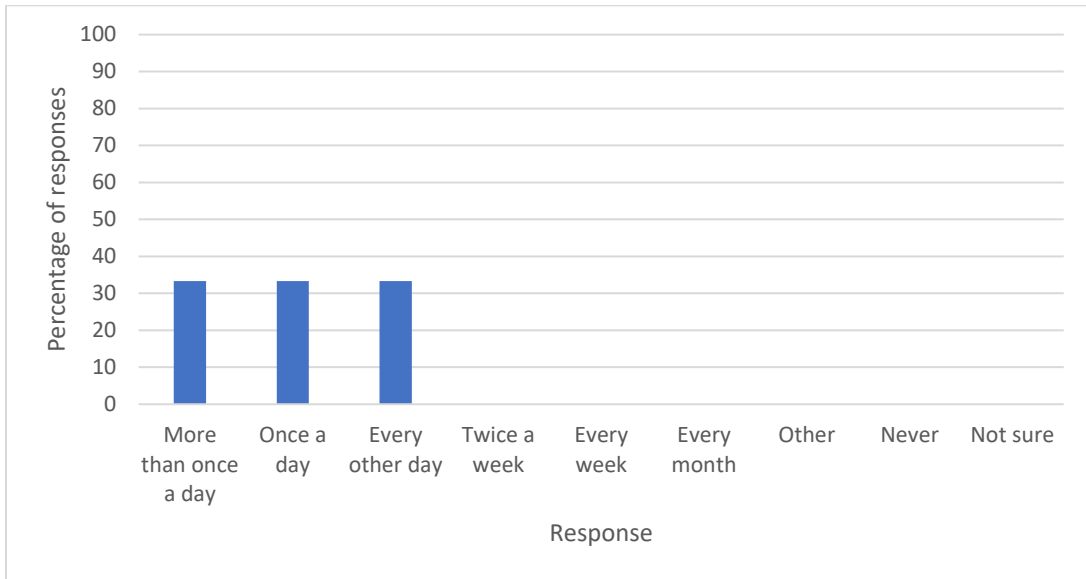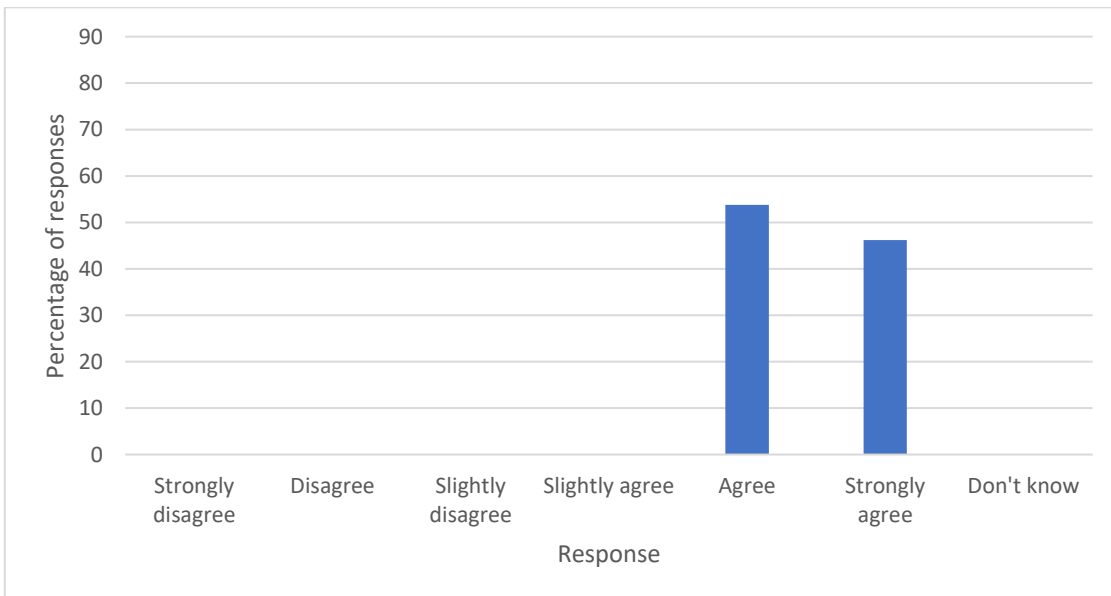

School B
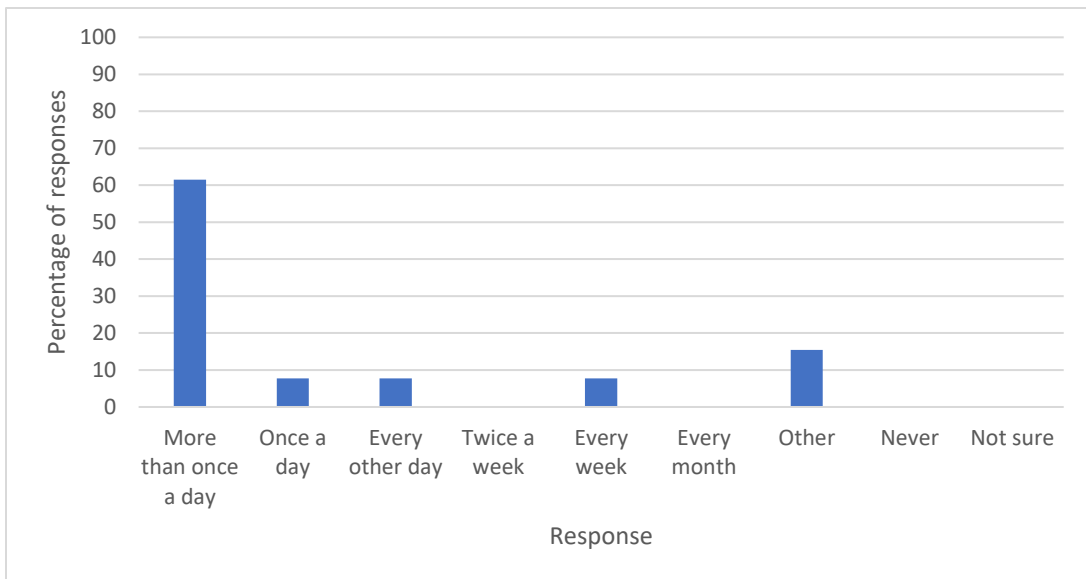
7. Emotion Coaching is a useful approach for professionals to use with children.
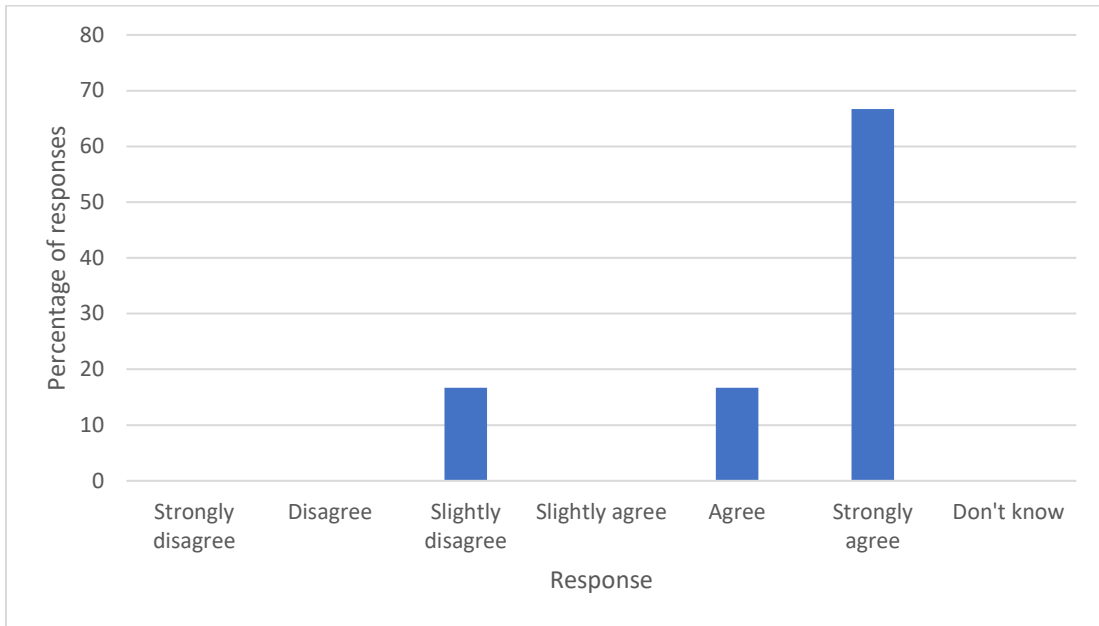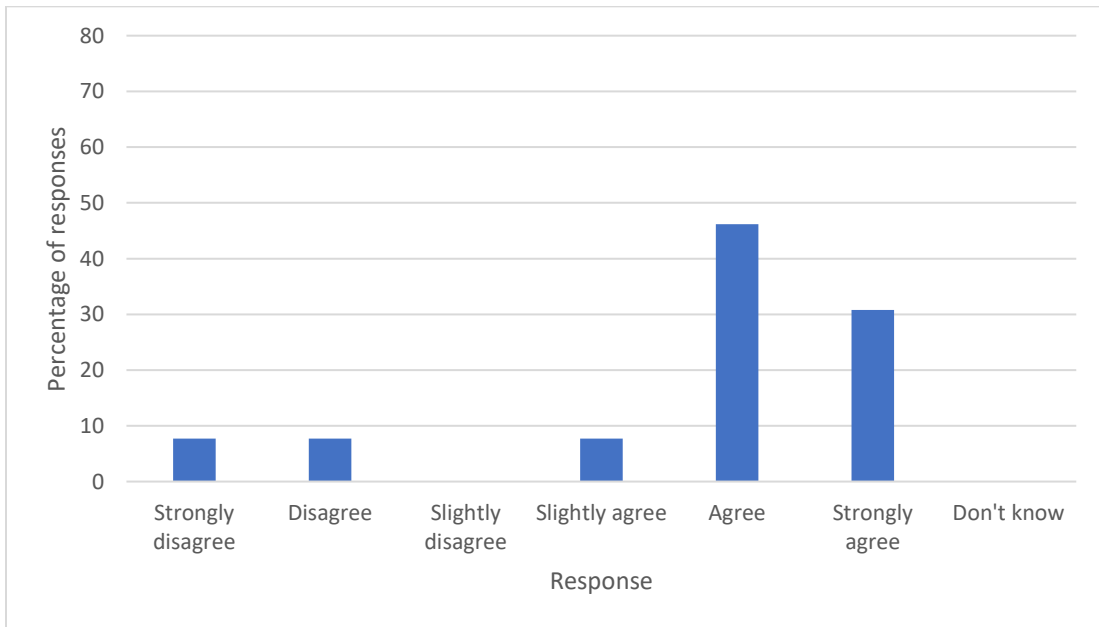
School A
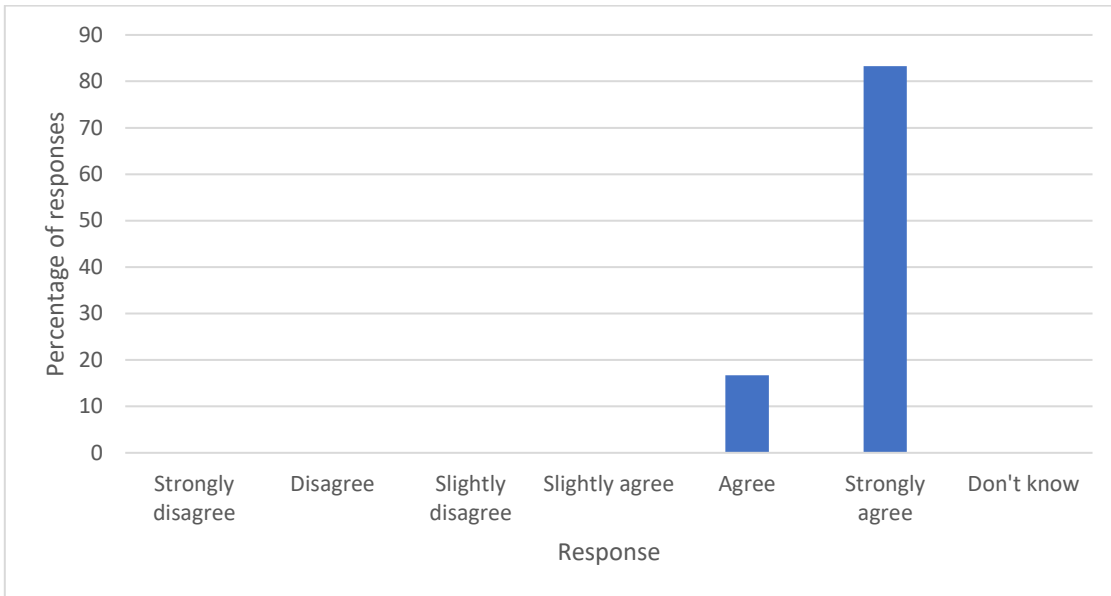
School B

8. Emotion Coaching is a useful approach for parents to use with their children.
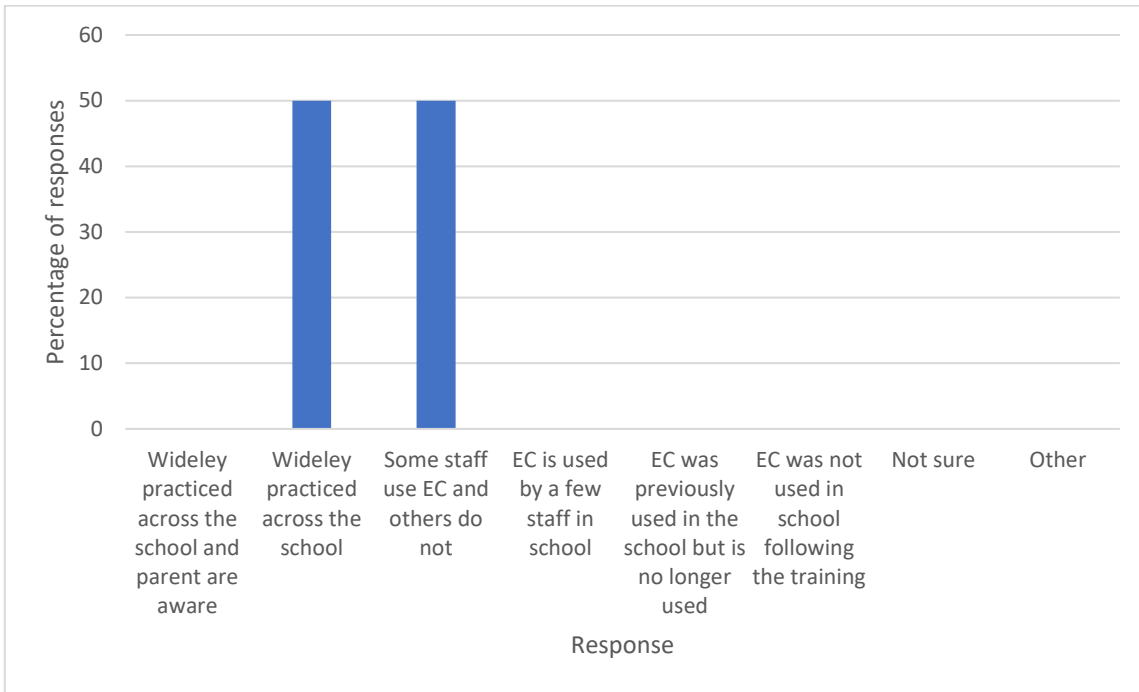
School A

School B

9. Which of the following statements best reflects the current level of engagement with Emotion Coaching in your school?

School A

School B