EFFT Emotion Coaching: Fluency Builder For Caregivers

I don't want to do my homework.

I can understand why you wouldn't want to do your homework because:
1.
2.
3.

Emotional support:

Practical support:

I don't want to get out of bed

I can understand why you wouldn't want to get out of bed because:
1.
2.
3.

Emotional support sentence:

Practical support suggestion:

I want to restrict my food intake.

No wonder you want to restrict because:
1.
2.
3.

Emotional support sentence:

Practical support suggestion:

I don't want to go to my appointment

I can understand why you wouldn't want to attend the appointment because:
1.
2.
3.

Emotional support sentence:

Practical support suggestion:

I want to cut / do drugs.

I can understand why you would want to cut because:
1.
2.
3.

Emotional support sentence:

Practical support suggestion:

I'm so excited!

I can understand why you would feel excited because:
1.
2.
3.

Emotional support sentence (need: sharing in the joy):

Practical support suggestion (optional):

Why are you trying to talk to me like you're my therapist?

I can understand / imagine why you would be weirded out by what I'm saying because:
1.
2.
3.

Emotional support sentence:

Practical support suggestion:

I don't want you involved in my treatment

1st layer: I can understand / imagine why you wouldn't want me involved in your treatment because:
1.
2.
3.

Emotional support sentence:

Practical support suggestion:

2nd layer: Underneath the resistance to my involvement, I can imagine you might be feeling _____ because:
1.
2.
3.

Emotional support sentence:

Practical support suggestion:

I don't want to recover

1st layer: I can understand why you wouldn't want to recover because:
1.
2.
3.

Emotional support sentence:

Practical support suggestion:

2nd layer: Underneath the resistance to recover, I can imagine you might be feeling
_____ because:
1.
2.
3.

Emotional support sentence:

Practical support suggestion:

Silence…

1st layer: I can understand / imagine why you wouldn't want to talk to me about this because:
1.
2.
3.

Emotional support sentence:

Practical support suggestion:

2nd layer: Underneath the silence, I can imagine you might be feeling _____
because:
1.
2.
3.

Emotional support sentence:

Practical support suggestion:

[…]

1st layer: I can understand / imagine why you _____ because
1.
2.
3.

Emotional support sentence:

Practical support suggestion:

2nd layer: Underneath _____, I can imagine you might be feeling _____ because:
1.
2.
3.

Emotional support sentence:

Practical support suggestion:

EFFT - Emotion Coaching Framework Cheat Sheet

Step 1 - Validate

A. Convey understanding of their experience (from their point of view):

I could understand you…
I could imagine you…
No wonder you…
It would make sense that you…
When I put myself in your shoes I could imagine you…

…might feel/think/want to/not want to _____

B. Demonstrate that you "get it" with sincerity and in a way that reflects their positive intentions, vulnerable feelings, or attempts for relief from pain:

because 1: _____   because 2: _____   because 3: _____

Example:

I could understand you might feel/think/want to/not want to _____because #1
No wonder you might feel/think/want to/not want to _____because #2
It would make sense that you might feel/think/want to/not want to _____because #3

Step 2 - Support

A: Emotional support ideas
   • Comfort (a hand, a hug or loving words)
   • Reassurance ("It's going to be ok")
   • Communication of understanding ("I understand you"; "I hear you")
   • Communication of positive regard ("I know you are doing the best you can right now")
   • Communication of belief in the other ("I believe in you; "I believe you can do this")
   • Communication of togetherness ("We're in this together"; "I want the best for you too")
   • Space* (Why don't I give you a few minutes and we'll try again)

*space can be physical or psychological *and* time-limited in that the plan for reconnection must be clearly communicated

B: Practical support ideas
   • Proceed with plan
   • Suggest a distraction activity (walk, movie, music, etc.)
   • Redirect to another thought or activity
   • Teach skills
   • Exposure to the anxiety-provoking stimulus (in a gradual way)
   • Offer solutions to solve the practical problem or take over to solve the problem
   • Set a limit
   • N/A (sometimes, once the other is validated and supported emotionally, no more is required)