**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 love for their child; positive intentions/desire to protect, 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 soothing/regulating activity (walk, movie, music, etc.)
* Teach skills
* Exposure to the anxiety-provoking stimulus (in a gradual way)
* Work together to generate ideas to solve the problem
* Set a limit
* N/A (sometimes, once the other is validated and supported emotionally, no more is required)

**EFFT Emotion Coaching: Practicing with Scripts**

**1. I want to \_\_\_\_\_\_\_\_\_\_\_\_\_\_**

It makes sense to me that you would want to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ because:

1.

2.

3.

Emotional support sentence:

Practical support suggestion:

**2. I don’t want to \_\_\_\_\_\_\_\_\_\_\_\_\_\_**

I can imagine why you wouldn’t want to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ because:

1.

2.

3.

Emotional support sentence:

Practical support suggestion:

**3. I feel so**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

No wonder you feel so\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ because:

1.

2.

3.

Emotional support sentence:

Practical support suggestion:

**4. Why are you trying to talk to me like that? (said after you’ve gone through the steps of EC)**

I can understand why you’d react in this way to what I’m saying because:

1.

2.

3.

Emotional support sentence:

Practical support suggestion:

**Additional notes for documentation**

A. Describe the experiential techniques used:

B. Describe the didactic techniques used:

C. Describe the focus of scaffolding:

Tone:

Body language:

Content:

Other:

D. How many times (approximately) did you practice the script with the caregiver?

E. Did you take turns enacting the script to give the caregiver the experience of delivering and receiving?