

Learners Feelings	Lack of Empathy/Curiosity	The child hears	We should respond with.....
Disapproving	STOP crying Come on don't make a fuss Don't get angry Just stop that right now	You are wrong to have that feeling I'm not comfortable with dealing with those feelings That is a bad feeling to have	I can see you are really angry/upset/disappointed by this It's really fine for you to feel like this..... But I need you to be safe so I'm going to stop you doing this.
Dismissing	Come on now, cheer up Don't be silly It's nothing to worry about Let's have a smile from you Just forget about it, move on	Don't have the feeling you are having, have a nicer feeling instead Your feelings are not important You are a burden: you need to change your feelings to suit me You are not worth listening to	I can see that you are really angry with me for doing..... So X is really painful for you So X makes you mad No wonder you are feeling hurt, its hurtful when X
Defensive	Don't you dare Don't talk to me like that Guilt inducing responses – I've spent all morning with you and then you go and do that.....	You are someone who makes others feel bad Feel ashamed Feel guilty It's all your fault Feel bad about who you are	I am sorry I raised my voice at you, I needed to stop you doing X but I should have found another way I realise I got triggered by you doing X, I apologise I can hear how cross you are with me So you are seeing me as someone who is being really unfair and if you are seeing me like that I can imagine you are pretty angry with me.
Deflecting and Distracting	Change the subject Don't worry, come on let's look at this book Shall we go and play in the sand Be brave	Stop feeling what you are feeling In deflecting, the child's behaviour can escalate – as they don't feel they have been heard	Validating Empathy – No wonder you are feeling X. It is painful when X happens
Diminishing the child's experience by comparing it to that of another or your own experience	It's not that bad X has had much worse than you and he is okay I know just what you are feeling as it has happened to me You are making a mountain out of a molehill	You are just making a fuss You shouldn't be feeling like this Your painful feelings are not really that painful	Thank you for having the courage to let me know just what you are feeling right now So, you are letting me know that you are feeling really miserable right now..... I can understand that
Patronising	Look when we feel angry what we do is X You are just tired Now come on, pull yourself together	I know you better than you What you are feeling is irrelevant/unimportant Your feeling are not warranted given the solution	Will you help me understand what that felt like for you? (Curiosity) Will you let me know what might help you right now If I was helping you in the way you need what should I be saying/doing

Advice giving, lecturing, solution focusing	Now what you need to do is You should have..... You could've Just don't think about it anymore	Don't feel what you are feeling, just act or think instead You always get it wrong, other children know how to do things better	Wait until you are calm: Let's think together about what might be best to do now I'm wondering if we can think together of another way to deal with X as it's not OK to X
Clichés	Life's hard, Life's not fair, man up, big boys don't cry, welcome to the real world	I am all wrong, my feelings are all wrong (Shame)	Model a full range of feelings with vocabulary to match the intensity of the child's feeling So I guess you felt heart-broken (instead of a bit sad) Sounds like you are furious with me (instead of a bit cross)
Questioning	Why you do this? Why do you feel like this? Why do you feel angry? Are you angry now? (requires yes/no answer) Are you sad now? (requires yes/no answer)	Think about your feelings, stop feeling them Stress induces and drives disconnection 'Why' questions move the child from what they are feeling into thinking Questions about empathy are never therapeutic	Curiosity – Will you help me understand what you were feeling then? How did it feel when X happened?
Overwhelming, overinvolved, merging	Oh my poor baby Oh this is dreadful, see now I am crying too I feel frightened by what you are saying	Look after my feelings as well as your own Take care of me now	Show or say you are moved Tears are fine but not sobbing Do not say you are scared/frightened The learner is dependent on the adult's courage to experience what he cannot experience so then it's safe to experience it (Grotstein 2005) We must suffer the learners pain without getting lost in it
Ignoring	No responses or minimal response	Your feelings don't matter I will only pay attention if you are feeling happy Ignored feelings become an invalidated unconsciousness – learners end up not knowing what/how to feel Unvalidated feelings can create challenging behaviours	Take the time for a learner and help them understand through your understanding how they are feeling.