



Emotions & Emotional-Regulation

Implementation Guide Checklist

Name: _____ Date: _____

Program Name: _____

Coach Name: _____

Early Childhood Positive Behavior Supports for Family Child Care (EC-PBIS FCC) is based on the pyramid model of evidence-based practices for encouraging social emotional competence in young children. In programs that have implemented pyramid model practices children have significantly increased social skills and decreased challenging behavior.

This checklist encourages reflection on pyramid model practices used in your program. Review this checklist with your coach/consultant to discuss next steps in implementation.

L. Identification and Labeling of Emotions

101. Do you label or prompt children to label their emotions throughout the day?

Rarely Sometimes Frequently

102. Do you assist children in recognizing and understanding emotions in peers by pointing out facial expressions, voice tone, body language or words?

Rarely Sometimes Frequently

103. Do you use real-life situation to practice identification of emotions? (i.e. use moments that happen everyday and label those emotions)

Rarely Sometimes Frequently

104. Do you use a variety of strategies to teach children emotion/feeling words?

Rarely Sometimes Frequently

105. Do you model appropriate expressions and labeling of your own emotions and self-regulation throughout the day? (i.e. Tell the children, "I'm feeling frustrated right now so I'm going to take 3 deep breaths to help me calm down.")

Rarely Sometimes Frequently

106. Do you validate children's emotions by labeling them and if developmentally appropriate helping children talk about their emotions?

Rarely

Sometimes

Frequently

107. Do you individualize instruction for children having difficulty identifying, understanding and expressing their emotions?

Rarely

Sometimes

Frequently

M. Characteristics that Foster Emotional Literacy

108. Do you have books available that portray various emotions?

Rarely

Sometimes

Frequently

109. Do you have photographs, pictures and posters that portray people in various emotional states?

Rarely

Sometimes

Frequently

110. Do you have other materials to support emotional literacy? (songs, feelings chart, feelings wheel, etc.)

Rarely

Sometimes

Frequently

111. Do you have at least one place for children to go to be by themselves?

Rarely

Sometimes

Frequently

N. Promoting Children's Individual Emotional Regulation

112. Do you respond immediately to children in distress to assess the child's status?

Rarely

Sometimes

Frequently

113. Do you help children recognize cues of emotional escalation? (e.g. verbally labeling, using the relaxation thermometer) What words do you use?

Rarely

Sometimes

Frequently

114. Do you teach techniques and have tools to help children regulate their emotions? (e.g. relaxation thermometer, Tucker Turtle story, counting to three, deep breaths)

Rarely

Sometimes

Frequently

115. Do you offer opportunities for children to practice handling strong emotions? Can you think of examples?

Rarely

Sometimes

Frequently

116. Do you offer opportunities for children to practice emotional regulation skills at times when they are not having strong emotions? Why is this important?

Rarely

Sometimes

Frequently

117. Do you recognize emotional escalation and intervene early to provide guidance?

Rarely

Sometimes

Frequently

118. Do you practice relaxation strategies with children? (e.g. yoga, breathing, going to “be by myself” spaces)

Rarely

Sometimes

Frequently

119. Do you provide positive acknowledgement of children’s expression of emotion and attempts at self-regulation?

Rarely

Sometimes

Frequently

Next Steps:

- Make a list of the top 2 or 3 items you would like to work on
- Choose one of those items and do an action plan with your coach

If applying for IQ4K, please complete this signature section:

Provider Signature: _____

Coach Signature: _____