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?
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<th>Question</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Frequently</th>
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<tr>
<td>107. Do you individualize instruction for children having difficulty identifying, understanding and expressing their emotions?</td>
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<td>108. Do you have books available that portray various emotions?</td>
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<td>109. Do you have photographs, pictures and posters that portray people in various emotional states?</td>
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<td>110. Do you have other materials to support emotional literacy? (songs, feelings chart, feelings wheel, etc.)</td>
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<td>111. Do you have at least one place for children to go to be by themselves?</td>
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<td>112. Do you respond immediately to children in distress to assess the child’s status?</td>
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<td>113. Do you help children recognize cues of emotional escalation? (e.g. verbally labeling, using the relaxation thermometer) What words do you use?</td>
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<td>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)</td>
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<td>115. Do you offer opportunities for children to practice handling strong emotions? Can you think of examples?</td>
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<td>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?</td>
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<td>117. Do you recognize emotional escalation and intervene early to provide guidance?</td>
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N. Promoting Children’s Individual Emotional Regulation
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: ___________________________________________________________