

EMOTIONAL REGULATION	Almost Always	Often	Sometimes	Almost Never
<b>2.1 Understanding Emotions</b>				
1. Identifies likes and dislikes	<input checked="" type="checkbox"/>			
2. Identifies emotions in self	<input checked="" type="checkbox"/>			
3. Identifies emotions on others	<input checked="" type="checkbox"/>			
4. Justifies emotions once identified (eating because I'm hungry)	<input checked="" type="checkbox"/>			
5. Demonstrates affection and empathy toward peers	<input checked="" type="checkbox"/>			
6. Refrains from aggressive behaviors toward peers	<input checked="" type="checkbox"/>			
7. Refrains from aggressive behaviors toward self		<input checked="" type="checkbox"/>		
8. Does not exhibit intense fears or phobias	<input checked="" type="checkbox"/>			
9. Interprets body language		<input checked="" type="checkbox"/>		
10. Uses different tones of voice to convey messages	<input checked="" type="checkbox"/>			
<b>2.2 Self Regulation</b>				
1. Allows others to comfort him/her if upset or agitated	<input checked="" type="checkbox"/>			
2. Self regulates when tense or upset	<input checked="" type="checkbox"/>			
3. Self regulates when energy level is high	<input checked="" type="checkbox"/>			
4. Deals with being teased in acceptable ways	<input checked="" type="checkbox"/>			
5. Deals with being left out of a group	<input checked="" type="checkbox"/>			
6. Accepts not being first at a game or activity	<input checked="" type="checkbox"/>			
7. Accepts losing at a game without becoming upset/angry	<input checked="" type="checkbox"/>			
8. Says "no" in acceptable way to things he/she does not want to do	<input checked="" type="checkbox"/>			
9. Accepts being told "no" without becoming upset/angry	<input checked="" type="checkbox"/>			
10. Able to say "I don't know"	<input checked="" type="checkbox"/>			
11. Able to end conversations appropriately	<input checked="" type="checkbox"/>			
<b>2.3 Flexibility</b>				
1. Accepts making mistakes without becoming upset/angry	<input checked="" type="checkbox"/>			
2. Accepts consequences of his/her behavior	<input checked="" type="checkbox"/>			
3. Accepts unexpected changes	<input checked="" type="checkbox"/>			
4. Continues to try when something is difficult	<input checked="" type="checkbox"/>			
5. Ignores others or situations when it is desirable to do so		<input checked="" type="checkbox"/>		
<b>2.4 Problem Solving</b>				
1. Identifies/defines problems		<input checked="" type="checkbox"/>		
2. Generates solutions to problems	<input checked="" type="checkbox"/>			
3. Carries out solutions by negotiating or compromising	<input checked="" type="checkbox"/>			
4. Understands impact his/her behavior has on peers	<input checked="" type="checkbox"/>			

# **EMOTIONAL REGULATION**

- Emotional Intelligence (EI) means recognizing, understanding, and managing emotions in myself and others.
- Self-regulation is the part of EI that helps me control my reactions, stay calm, and make good choices even when I feel emotional.

## **My Emotional Strength**

Based on my checklist, I am *strong* in many emotional skills. I can:

### **Emotion Understanding & Expression**

- Show empathy to peers
- Use appropriate tone of voice
- Identify emotions (both mine and others') often

### **Self-Regulation**

- Calm myself when tense or upset
- Handle teasing or being left out without reacting negatively
- Accept losing or not being first
- Manage my energy levels
- Accept “no” and respond politely

### **Flexibility**

- Accept mistakes
- Adjust to unexpected changes
- Keep trying even when tasks are difficult

### **Problem Solving**

- Generate solutions
- Negotiate and compromise
- Understand how my behavior affects others

# **EMOTIONAL REGULATION**

## **Areas I want to Improve**

From my “Often” ratings, I identified 3 emotional skills I still want to grow in:

### **1. Understanding my own emotions more clearly**

- Sometimes I feel something but can’t fully explain why.

### **2. Reading other people’s body language more accurately**

- I notice others’ emotions, but I want to interpret nonverbal cues better.

### **3. Identifying problems clearly before solving them**

- Sometimes I jump into solutions too quickly without fully defining the problem.

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## **My Emotional Regulation Improvement Plan**

### **1. Understanding my own emotions more clearly**

- **Why this matters:** It helps me communicate better and stay in control

- **Strategies:**

- Do a quick emotional check-in (“What am I feeling? Why?”)
- Practice mindfulness to notice emotions without judging them
- Use emotion-word charts to label feelings more accurately

### **2. Reading other people’s body language more accurately**

- **Why this matters:** It helps me communicate better and stay in control

- **Strategies:**

- Do a quick emotional check-in (“What am I feeling? Why?”)
- Practice mindfulness to notice emotions without judging them
- Use emotion-word charts to label feelings more accurately

### **3. Identifying problems more clearly**

- **Why this matters:** It helps me communicate better and stay in control

- **Strategies:**

- Do a quick emotional check-in (“What am I feeling? Why?”)
- Practice mindfulness to notice emotions without judging them
- Use emotion-word charts to label feelings more accurately

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This activity helped me understand both my strengths and areas for growth.

By using emotional-awareness skills, mindfulness, and better problem-solving habits, I can continue improving my emotional intelligence and handle challenging situations more calmly and confidently.