

| 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.

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## 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

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.