

Emotion Regulation

DOMAIN: Emotional and Social Development

CLAIM: Students communicate about and use strategies to regulate responses to their own emotions.

RATIONALE

Emotional regulation, or the ability to control one's own emotions, is related to children's success in school (Denham, 2006; Howse, Calkins, Anastopoulos, Keane & Shelton, 2003; Zins, Bloodworth, Weissberg & Walberg, 2007). When children regulate emotions, they are able to work in collaborative groups, play with other students, and engage in behaviors such as asking questions, offering ideas to a group, and investigating an idea that supports academic success and positive relationships. Children who have difficulty managing frustration or maintaining a positive attitude may also have difficulty with tasks that are important for academic learning, such as focusing attention, planning and finishing tasks, and regulating other important behaviors (Blair, 2002; Raver et al., 2007). Learning to regulate one's emotions involves learning a complex set of skills over time that are essential for doing well in school and relationships. Children need support when learning to regulate emotions and are able to employ suggested strategies over time. They move from reactionary behaviors to more reflective behaviors.

ALIGNMENT TO NC STANDARDS

NC Foundations for Early Learning and Development

Goal ESD 6 – Children identify, manage, and express their feelings.

NC Standard Course of Study (Common Core State Standards & Essential Standards)

K.MEH.1 Recognizes feeling and ways of expressing them.

1.MEH.1 Understand the relationships among healthy expression of emotions, mental health, and healthy behavior.

SE.1 Understand the meaning and importance of personal responsibility and self-awareness.

EMOTION REGULATION

UNDERSTANDING	<p>Children understand that they have a choice in expressing their emotions and that expressing their emotions has external effects for themselves and others.</p>			<p>Children understand that external support can be used to help regulate the experience and expression of emotions.</p>
SKILLS	<p>A. Reacts to an experience or stimulus without demonstrating awareness of the reactions of others around them.</p>	<p>B. Shows awareness that a reaction to an experience or stimulus has an impact on others.</p>	<p>C. Shows awareness that one's choice of how to express emotions has an effect on relationships with others and with getting one's needs met.</p>	<p>D. When offered support for regulating the expression of emotions, sometimes uses the strategies offered.</p>
PERFORMANCE DESCRIPTORS	<p>Josie is working in the block area to make a tower. The tower collapses, and Josie begins crying, hitting her fist against the floor and throwing blocks. One block almost hits another child, who yells, "You almost hit me!" Josie gets up and stomps away from the blocks, with no apparent awareness of the other child.</p> <p>The class is in the cafeteria when Emmett drops his lunch tray and spills his lunch on the floor. Emmett is both startled and scared by what he has done, and begins to cry. The entire cafeteria goes silent, but Emmett's distress is so great that he appears not to notice that the cafeteria has gone quiet and continues crying at the same volume.</p> <p>Mr. Tao poses a new math problem to the class. Leilani loves math and begins shouting a response before Mr. Tao provides wait-time for others to make sense of and think through the problem. As other children begin to think about the problem, Leilani calls out her idea again, even louder, and then says, "I know! You all are too slow." Mr. Tao has been working with Leilani for several weeks on strategies for how to wait to share her thinking with others and how to choose kind words for her classmates, however she continues to blurt out what she's thinking without recognizing the reactions of others around her.</p>	<p>Harper wants the toy truck that another child is playing with. Harper takes the truck from the other child's hands and says, "I want this!" When the other child begins to cry, Harper looks at the teacher and says, "He can have it back later."</p> <p>When Yolanda's mom shows up early to take her home, Yolanda gets very excited and begins to cheer. The other children in the class all turn and look at Yolanda and begin to cheer as well. Yolanda stops cheering for a moment as she notices the other children have joined her. She then begins nodding "yes" at the other children and begins cheering again.</p> <p>Maggie's teacher, Mrs. Hampton, is working with the whole class on a five-step plan for how to summarize texts. Mrs. Hampton uses the document camera to fill in a class response chart while the students practice each step of the process on their individual dry erase boards. Maggie decides to draw a silly picture on her board and shows it to another student. When the other student giggles, Maggie continues to draw silly pictures and shows them to other students near her instead of following along with Mrs. Hampton's lesson.</p>	<p>Several children have set up a hospital in the dramatic play area. Ronnie tries to give a pretend shot in the arm to another child. Ronnie gets frustrated and pushes when the other child refuses the shot. The other child leaves the dramatic play center and says, "I don't want to play with you anymore." When a teacher tries to help with the conflict, Ronnie says, "He left because he didn't like my shots."</p> <p>Ricky is collecting acorns on the playground. Another child in the class begins to collect also. The other child collects a really big acorn that Ricky wants. When Ricky asks the other child for the acorn, the other child refuses to give it to him, and Ricky gets upset and takes the acorn anyway. The other child stands up to leave. Ricky sees that his friend is upset and tries to give him back the acorn, but the other child refuses the acorn and walks away.</p> <p>Ramon asks Linda for help cleaning the science kits they were using in small groups. Linda stomps her foot on the floor and says, "I will not help because I did not make the mess." When Ramon explains to Linda that he will not work with her again if she does not do her part to clean up, Linda reluctantly starts cleaning up so that she can stay in Ramon's group.</p>	<p>While painting at the easel, Kelly is delighted with the progress on her painting and begins hopping up and down. Her teacher reminds her to work carefully so that the paint doesn't get spilled, and Kelly quickly and carefully returns to painting. In a few minutes, Kelly is again overjoyed and dancing around the easel.</p> <p>Danny likes going to the Computer Lab. Mr. Thomas, the computer teacher, uses a mini-lesson to reinforce computer lab etiquette. At the end of the lesson, Danny opens his favorite computer program and excitedly yells out, "Alright!" Mr. Thomas reminds Danny about using a quiet voice. Danny attempts to contain his excitement, but needs several more reminders.</p> <p>On Fridays, Ahmed's class plays a game to review their History unit. Mrs. Billings has provided strategies for the class to help them remember to have good sportsmanship whether they are winning the game or not. The first time that Ahmed's team gets a correct answer, Ahmed calmly says, "Great!" However, as the game becomes more competitive, Ahmed starts to cheer when the other team gets an incorrect answer, and when his team scores a point, he gets more and more excited and loudly says, "We win. We win!"</p>

EMOTION REGULATION

Children understand that external support can be used to help regulate the experience and expression of emotions. (continued)	Children understand that external support can be used to help regulate the experience and expression of emotions.		UNDERSTANDING
E. When offered support for regulating the expression of emotions, consistently follows directions and/or suggestions offered by teacher, parent or peer.	F. Sometimes uses learned strategies independently to regulate the expression of emotions.	G. Consistently uses learned strategies independently to regulate emotions.	SKILLS
<p>When Pierce falls on the playground and hurts his knee, the teacher cleans his cut and suggests that Pierce take a couple of slow, deep breaths to help him calm down. Pierce takes deep breaths and begins to calm down. The teacher notices the next week that Pierce remembers to take deep breaths to calm down when reminded.</p> <p>As the time for the class performance approaches, Rhea moves farther and farther away from the group and sits alone. When Ms. Joyner asks Rhea to rejoin the group for one last practice, Rhea puts her head down and does not respond. Ms. Joyner moves closer to Rhea, and they discuss how Rhea is feeling. Ms. Joyner reminds her about the special sunglasses for brave students to wear when they are on stage, so that the lights can shine very brightly on them without hurting their eyes. Rhea puts the special sunglasses on and rejoins the group for their performance.</p> <p>During PE, Anna often engages in inappropriate verbal comments when either winning or losing a group game or activity. The PE teacher and classroom teacher have been working collaboratively to teach the characteristics of good sportsmanship and offering strategies for how to appropriately express good sportsmanship. When the other team scores a goal, Anna jumps up to yell, but the teacher catches her eye, and Anna gives a compliment to the child that scored and walks back to her team members. She continues to compliment team members and stays calm even though her team is losing.</p>	<p>Gervaise is at the science table doing an experiment with color mixing. He often becomes anxious when he is unsure of himself, and has learned that rechecking his work helps him to calm down. He's not sure the experiment is working like it is supposed to, so he checks two times and then remembers his teacher's suggestion and checks with a friend.</p> <p>During group time, Ella sees that her plant on the window is budding, and she is so thrilled that she impulsively yells, "Yippee!" When the other children say, "SHHHHHHHH!", Ella remembers that her teacher has told her that there are times when it is OK to yell out loud and times when it is not OK. The next day when she checks her plant and sees that it has fully bloomed into a bright red flower, Ella can't contain her amazement and yells "Wow!" She looks at the teacher for confirmation that this was not quiet time, and the teacher gives her a thumbs up.</p> <p>The teacher has offered children the opportunity to share a skill that they know. Yuri is going to teach her class about making jewelry. Martha runs to the table where Yuri is setting up and grabs a necklace Yuri brought to show the class. Yuri remembers what Mrs. Lynn told her about handling conflicts by first trying to talk with a friend before telling the teacher. Yuri asks Martha for the necklace, but Martha refuses to return it. Yuri feels her cheeks getting hot as she gets more and more frustrated. Before losing her temper, Yuri asks Mrs. Lynn for help getting back her necklace.</p>	<p>After returning to school from a three-day absence, Tyrese tells Mrs. Ruiz that his grandfather is very sick and that the family will be traveling again next week to be with their grandmother at the hospital. Tyrese says it is very hard to see his mom so sad. Tyrese shows his teacher that he has been drawing in his journal while he's been gone, and explains how drawing in his journal is helping him, just like the journals they use when they are excited about something that they have learned in class.</p> <p>Maya has been practicing positive self-talk. During PE she has learned to say "I did my best" instead of blaming the other players or talking about giving up. Recently Maya's friend Tanya has been unkind to her. Although Maya's feelings are hurt, she handles the situation by using her positive self-talk strategy. The teacher notices what has occurred and asks Maya, "Tell me what happened and how you handled it." Maya says, "I told myself that I have other friends who like me and maybe Tanya is having a bad day."</p> <p>Caleb used to experience frequent, angry outbursts during the day. While interacting with other children, he would hit or throw objects at them. The teacher talked to Caleb after the outbursts, and he expressed that he could feel himself becoming angry. Caleb told the teacher that his chest felt hot when he got mad. The teacher and Caleb created a "safe space" for Caleb behind her desk. She told Caleb that when he feels himself getting mad, he could go to the safe space to cool down. The teacher encouraged Caleb to use his safe space as soon as he sees a stressful situation. Now Caleb uses his safe space consistently and no longer has outbursts.</p>	PERFORMANCE DESCRIPTORS

EMOTION REGULATION

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">UNDERSTANDING</p>	<p>Children understand that external support can be used to help regulate the experience and expression of emotions. (continued)</p>	<p>Children understand that reflecting on their emotions, and the connection of self-regulation to their actions, helps them regulate their emotions and actions.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">SKILLS</p>	<p>H. Uses learned strategies for regulating emotions during transitions, because of interruptions, to accomplish a different or new type of task, or because of changes in the daily routines.</p>	<p>I. Reflects about emotions and the consequences of actions. Demonstrates reflection by changes in behavior, by incorporating feedback into self-regulation strategies, or by displaying compassion.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">PERFORMANCE DESCRIPTORS</p>	<p>Mark is in the computer lab when the fire alarm sounds. He is in the middle of an activity and feels frustrated because he wants to finish. His classmates start going out the door, but Mark stays in his seat. Mark remembers to take a deep breath when he's frustrated and then asks his teacher, "Will we come back so I can finish?"</p> <p>Gavin's classroom teacher informs her students that they will not be having Technology class because there is a school-wide assembly instead. Gavin was looking forward to going to the computer lab and does not want to go to the assembly. Instead of lining up for the assembly as his teacher has instructed the class to do, Gavin walks toward his desk. Gavin sees the "Cooperation" poster hanging on the wall, and remembers that one way to cooperate is to follow directions even when you are disappointed. He turns toward the door and joins his classmates in line.</p> <p>Deanna's Math group is designing and constructing probability spinners. As the group begins the project, Deanna's grandmother arrives to take her to an appointment. Deanna does not want to disappoint her group members by leaving in the middle of their project. She becomes anxious about leaving and her cheeks flush. Having experienced this feeling before, she has learned to take a deep breath to help think clearly. After taking a few deep breaths, she decides to talk with her group about reassigning group roles so that she can complete her portion of the assignment while she is away.</p>	<p>A child is sharing a story at Circle Time about how his new puppy is sick and his family had to take it to the vet. The child begins to cry and says, "I am afraid my puppy will die." Mary puts her arm around the other child and says, "I was sad when my cat was sick. I hope your puppy gets better."</p> <p>Lucinda enters the classroom with tears in her eyes. She has left her lunchbox in the car for the second time this week. After sitting quietly in her chair for a few minutes, Lucinda says to her teacher, "Mrs. Baker, could you please call my dad and tell him I left my lunchbox in our car? I think that from now on I will put my lunchbox in my backpack so I won't accidentally leave it in the car anymore."</p> <p>Each Friday, during morning meeting, the teacher and students set aside time to reflect on emotions, their consequences, and how to regulate them. The teacher has modeled for students how to create a community of learners where they are safe to talk about their emotions. Students share their personal emotional temperature, or the teacher sets up a scenario that allows for emotional and/or social problem solving.</p> <p>Jacob shares with the group that while he was doing last night's math assignment, he felt scared, his stomach started hurting, and he just wanted to give up. He turned in an incomplete paper. The class discusses the consequences of not finishing the assignment. They also offer Jacob some useful strategies for regulating his emotions when he approaches a stressful learning situation. The teacher asks Jacob to summarize the strategies and to think about how he can use these tools in the future. The next day, the class celebrates Jacob's use of strategies when he turns in a completed assignment.</p>

RESOURCES USED

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