

## Emotion Regulation Skills Checklist

**Note:** The steps below are for when a targeted student is not already working with a school mental health professional (SMHP). If a student is already working with a SMHP on emotion regulation skills, it is recommended that you collaborate with the SMHP to ensure that both you and the SMPH are helping the student develop the same skills.

### Adherence:

#### Getting Started

- Decide whether you are going to teach and practice the skills with the whole class, a group of students, or just the targeted student
- Develop a shared language for communicating about emotions in your classroom (e.g., poster, picture wall, zones, feeling scales, etc.)
- Create a list of coping skills to teach and practice with the student(s) ([see coping skills list in Beacon](#))
- Create a “take a break/cool down space” in the classroom with guidelines on how the space will be used ([see setting up a cool down space handout in Beacon](#))

#### Implementation

- [Introduce the intervention](#) to the student(s)
  - Discuss the different triggers and signs that the student(s) might need to use emotion regulation strategies
  - Teach, model, and practice different coping skills
  - Develop a plan for the student(s) to practice using the skills
  - Introduce the cool down space; Allow the student(s) to have input about what the cool down space is called and how they would like to inform you if they need to utilize that space.
  - Help the student(s) develop an emotion regulation plan after they have decided which coping skills are most helpful
- Provide frequent prompts and reminders for the student to apply emotion regulation skills at the first signs of emotion dysregulation
- Praise student for efforts toward applying the skills
- Use [de-escalation skills](#) when the student’s emotions are heightened
  - Help the student label or name the emotion
  - Verbally validate and normalize their feelings
  - Use empathetic listening skills (face the student, lean in, bend down, sit at their level, uncross arms, nod along)
  - Be non-judgmental
  - Find common ground; give student choices
  - Help the student with recovery and returning to class activities
  - Debrief the situation with the student and brainstorm strategies to prevent a similar situation in the future
- Use Beacon progress monitoring tools to evaluate the extent to which this intervention is improving the target behaviors as intended.

### Quality:



- [Positive Student-Teacher relationships](#) increases the effectiveness of many interventions
- Praise student in a genuine and enthusiastic tone

**Tips For Success:**

- It is helpful for students to practice relaxation or coping skills when they are feeling calm
- Practice emotion regulation strategies alongside the student. This can allow you space to manage your own emotional experience, while also serving as a positive model for the student.
- It is recommended that you talk to the student's parents about the emotion regulation plan. These strategies often work best when they are used consistently and practiced in various settings. (see caregiver handout under materials)