

COACHEE NAME: _____

DATE: _____

AGE GROUP: INFANT/TODDLER EXAMPLE

| Emotional Literacy and Self-Regulation Practices | I am doing this... | | | | | Change needed? | Priority rank | Notes |
|---|--------------------|---|---|---|--------------|----------------|---------------|-------|
| | Not at all | | | | All the time | | | |
| RESPOND TO EMOTIONS & TEACH ABOUT FEELINGS | | | | | | | | |
| 1. Recognize and provide labels for children’s feelings. | 1 | 2 | 3 | 4 | 5 | | | |
| 2. Ask questions or expand on children’s feelings. | 1 | 2 | 3 | 4 | 5 | | | |
| 3. Teach children to recognize other’s emotions by pointing out peers’ feelings to them. | 1 | 2 | 3 | 4 | 5 | | | |
| 4. Use activities to teach about feelings and feeling words. | 1 | 2 | 3 | 4 | 5 | | | |
| 5. Label my own emotions in response to real-life situations. | 1 | 2 | 3 | 4 | 5 | | | |
| 6. Use real-life situations to identify children’s feelings when they have conflicts or are frustrated. | 1 | 2 | 3 | 4 | 5 | | | |
| 7. Use real-life situations to help children problem-solve. | 1 | 2 | 3 | 4 | 5 | | | |



Once you have completed the strengths and needs assessment, identify three practices that are a priority for coaching.

1. _____
2. _____
3. _____



COACHEE NAME: _____

DATE: _____

AGE GROUP: PRESCHOOL EXAMPLE

| Emotional Literacy and Self-Regulation Practices | I am doing this... | | | | | Change needed? | Priority rank | Notes |
|---|--------------------|---|---|---|--------------|----------------|---------------|-------|
| | Not at all | | | | All the time | | | |
| EMOTIONAL LITERACY | | | | | | | | |
| 1. Teach children about emotion words and expressing emotions by using a variety of strategies. | 1 | 2 | 3 | 4 | 5 | | | |
| 2. Teach children a variety of positive and negative emotions. | 1 | 2 | 3 | 4 | 5 | | | |
| 3. Model and label your own emotions and appropriate ways to express emotions. | 1 | 2 | 3 | 4 | 5 | | | |
| 4. Point out facial expressions, voice tone, body language, or words to assist children in recognizing and understanding how others might be feeling. | 1 | 2 | 3 | 4 | 5 | | | |
| 5. Label children’s emotions and allow them to talk about how they feel. | 1 | 2 | 3 | 4 | 5 | | | |
| SELF-REGULATION | | | | | | | | |
| 6. Teach children that all emotions are okay, provide examples of how to appropriately express their emotions. | 1 | 2 | 3 | 4 | 5 | | | |
| 7. Teach children to use a variety of strategies to calm down when they experience strong emotions. | 1 | 2 | 3 | 4 | 5 | | | |
| 8. Model and label your own emotions and provide action statements to model how you appropriately react to and express the emotions. | 1 | 2 | 3 | 4 | 5 | | | |



| | | | | | | | | |
|--|---|---|---|---|---|--|--|--|
| 9. Help children recognize cues of emotional escalation in themselves. | 1 | 2 | 3 | 4 | 5 | | | |
| 10. Guide children in strategies to calm down when they are feeling angry or upset. | 1 | 2 | 3 | 4 | 5 | | | |
| 11. Provide positive descriptive feedback on occasions when children state they are feeling upset or angry but are remaining calm or using self-regulation strategies. | | | | | | | | |

Once you have completed the strengths and needs assessment, identify three practices that are a priority for coaching.

1. _____

2. _____

3. _____





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DATE ACHIEVED: _____

ACTION PLAN

INFANT/TODDLER EXAMPLE

The goal I will work on:

I will use real-life situations to identify children's feelings when they have conflicts or are frustrated by labeling children's emotions or asking children to label their emotions (for verbal children) during free play or on the playground at least twice a day.

I will know I achieved this when:

I label or prompt children to label their emotions at least twice a day for four days in a week.

STEPS TO ACHIEVE THIS GOAL:

RESOURCES NEEDED:

DATE:

*Use feelings visuals to talk about emotions**Feelings visuals**1/25**Read books/tell stories and point out emotions**Books**1/30*

Take data on the feelings I identify with children to determine if I'm talking about a balance of positive and negative emotions

*Tally sheet with emotions, coach**1/31*

NOTES:



National Center on

Early Childhood Development, Teaching, and Learning

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ACTION PLAN

PRESCHOOL EXAMPLE

The goal I will work on:

I will teach children calming down strategies to use when they are experiencing strong emotions (e.g., anger, sadness, excitement, anxiety) by teaching breathing techniques and exercises, using the calming visuals/materials and prompting children to use them, and supporting them to calm down in the moment.

I will know I achieved this when:

When I have taught 4 different strategies and we have practiced them at circle time at least 3 times a week for two weeks.

STEPS TO ACHIEVE THIS GOAL:

RESOURCES NEEDED:

DATE:

Identify the calming strategies I will teach. Print visuals.

Coach

1/25

Teach the calming strategies one at a time using visuals and other materials like puppets and mirrors.

Visuals, puppets, mirrors, books

1/30

Provide opportunities for children to practice the strategies throughout the day.

Visuals

1/30

Prompt children to use the strategies if I notice they are about to get upset or over excited.

Visuals, proximity

1/31

NOTES:





COACHEE NAME: _____ DATE WRITTEN: _____ DATE ACHIEVED: _____

| ACTION PLAN | | | HOME VISITOR EXAMPLE |
|--|--|-------------|----------------------|
| <p>The goal I will work on: <i>I will support family to set up a calming spot in their living room to support their child's self-regulation by helping identify materials around the house they might add to make the spot inviting, reflecting when to practice/model using the space, and discussing how and when to use the space in a non-punitive way.</i></p> | | | |
| <p>I will know I achieved this when: <i>When I have supported the family to do each of these things over the course of a month and checked in on progress for two home visits.</i></p> | | | |
| STEPS TO ACHIEVE THIS GOAL: | RESOURCES NEEDED: | DATE: | |
| <i>Print visuals to share with family if interested in using</i> | <i>Visuals</i> | <i>1/25</i> | |
| <i>Backpack series about helping children with anger management and article about setting up a calming area in home.</i> | <i>National Center for Pyramid Model Innovations resources</i> | <i>1/25</i> | |
| NOTES: | | | |

