

Emotion Regulation Checklist

Patient information				
Name:		Date of birth:		
Contact information:				
Date of assessment:		Clinician name:		
Clinician contact information:				
Instructions for medical professionals				
• This checklist assesses a child's ability to regulate emotions. • Use observations from caregivers, teachers, or direct clinical evaluation. • Check the box next to each applicable item. • Use the notes column for additional details.				
Rating scale				
1 = Rarely or never 2 = Sometimes 3 = Often 4 = Almost always				
Emotion Regulation Checklist				
Please rate how often this child exhibits the following behaviors or emotional states.				
Items	1	2	3	4
1. Is a cheerful child				
2. Exhibits wide mood swings (child's emotional states difficult to anticipate because s/he moves quickly from positive to negative moods.)				
3. Responds positively to neutral or friendly overtures by adults (responds positively to polite or friendly adults)				
4. Transitions well from one activity to another; does not become anxious, angry, distressed, or overly excited when moving from one activity to another.				
5. Can recover quickly from episodes of upset or distress (for example: does not pout or remain sullen, anxious, or sad after emotionally distressing events)				
6. Is easily frustrated				
7. Responds positively to neutral or friendly overtures by peers (responds positively to polite or friendly peers)				

1 = Rarely or never	2 = Sometimes	3 = Often	4 = Almost always	
Items	1	2	3	4
8. Is prone to angry outbursts/tantrums easily.				
9. Is able to delay a gratification.				
10. Takes pleasure in distress of others (for example: laughs when another person gets hurt or punished; enjoys teasing others)				
11. Can modulate excitement (can control his/her excitement) (for example: doesn't get carried away in high-energy play situations or overly excited in inappropriate contexts)				
12. Is whiny or clingy with adults.				
13. Is prone to have disruptive outbursts of energy and exuberance (excitement)				
14. Responds angrily to limit-setting by adults.				
15. Can say when s/he feels sad, angry, mad, fearful, or afraid.				
16. Seems sad or listless.				
17. Is overly exuberant (excited or energetic) when attempting to engage others in play.				
18. Displays flat affect (doesn't show much emotion when you would expect it) (for example: expression is vacant or inexpressive; child seems emotionally absent.				
19. Responds negatively to neutral or friendly overtures by peers (Responds negatively to polite or friendly peers) (for example: may speak in an angry tone of voice or respond fearfully)				
20. Is impulsive (Can't control him/her self.)				

	1 = Rarely or never	2 = Sometimes	3 = Often	4 = Almost always				
Items	1	2	3	4				
21. Is empathic (sympathetic) towards others; shows concern when others are upset or distressed.								
22. Displays exuberance [energy and excitement] that others find intrusive or disruptive.								
23. Displays appropriate negative emotions (anger, fear, frustration, distress) in response to hostile, aggressive, or intrusive acts by others.								
24. Displays negative emotions when attempting to engage others in play.								
Scoring and interpretation								
Scores are typically calculated by summing the ratings for each subscale. The average score can also be computed by dividing the total score by the number of items in each subscale. • Emotion Regulation: Items 1, 3, 7, 15, 16, 18, 21, 23. Range 8 to 32. Items 16 and 18 are reverse-scored. Higher scores reflect stronger regulatory abilities. • Emotional Lability/Negativity: 2, 4, 5, 6, 8, 9, 10, 11, 13, 14, 17, 19, 20 22, 24. Range 15 to 60. Items 4, 5, 9, and 11 are reverse-scored. Higher scores indicate increased emotional dysregulation. Item 12 does not load onto either of the subscales but provides an indication of other child behaviors.								
Score								
Emotion regulation:	Emotional Lability/Negativity:		Total:					
Additional notes								

Shields, A., & Cicchetti, D. (1997). Emotion regulation among school-age children: The development and validation of a new criterion Q-sort scale. *Developmental Psychology*, 33(6), 906–916. <https://doi.org/10.1037/0012-1649.33.6.906>