

My Emotional Response Strategies List

PURPOSE

This strategy list is to support students in independently identifying strategies that they can use to act on their emotions. It also provides an opportunity to identify important relationships they can rely on should they need additional support when dealing with an emotional situation.

Time	Budget about 20 minutes for students to complete this in a whole-group setting. To use this tool one-on-one with students, you'll likely need about 10 minutes per student.
Participants	This tool can work well proactively with a large group of students, as well as in smaller groups or one-on-one depending on how much support your students need in identifying emotions, describing strategies, and connecting strategies to specific emotions.
Other Applications	This tool can be helpful to share with families at conferences, as their partnership will help students to apply the strategies that they've identified in contexts beyond school.
Steps	<ol style="list-style-type: none"> 1. Use students' emotional vocabulary sheets to identify some strong feelings that they deal with. Have them list those feelings on the left side of the sheet. 2. Next, using your classroom poster about managing emotions, have students list strategies that work well for them on the right side of the page. 3. Students should then connect feelings to strategies that work well for managing their responses. 4. Close the session by giving students time to identify people they have relationships with whom they can rely on if they're feeling strong emotions and don't know what to do. This can be a good opportunity to explain to students the power of relationships in supporting healthy development. This is also an important opportunity to identify students who may be struggling to develop close relationships and to provide supports.
Considerations	<ol style="list-style-type: none"> 1. Students will have varying degrees of developmental readiness to engage in this protocol. For students who are not yet reading and writing, consider having them draw in each of the boxes below or scribe for them as they go through the process. What is important about this activity is that children become more aware of what strategies they can use to respond to emotions, as well as whom they can count on for support – not that students complete the paper. 1. This tool relies on students' ability to accurately label their emotional states. The tools in Toolkit 10.3 support this skill, including the Emotional Vocabulary tool. 2. This tool also relies on students' ability to use and name strategies for emotional responses, which are built through the Our Emotional Response Strategies tool and the Role-Play Guidelines. 3. When introducing and modeling this tool in an ongoing way, be sure to include strategies that can work in environments outside of school. 4. Consider having students find out the phone numbers for the people that they can count on to help them manage strong emotions.

Student Tool: My Emotional Response Strategies List

Name:

Date:

When I feel

I can

When I feel

I can

When I feel

I can

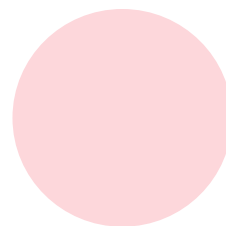
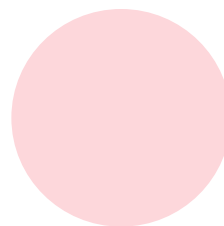
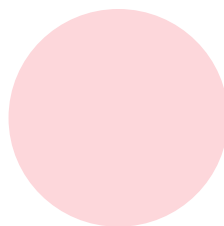
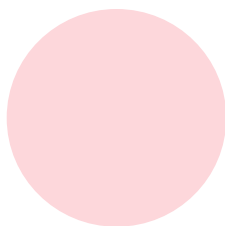
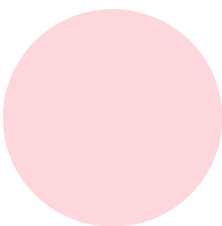
When I feel

I can

When I feel

I can

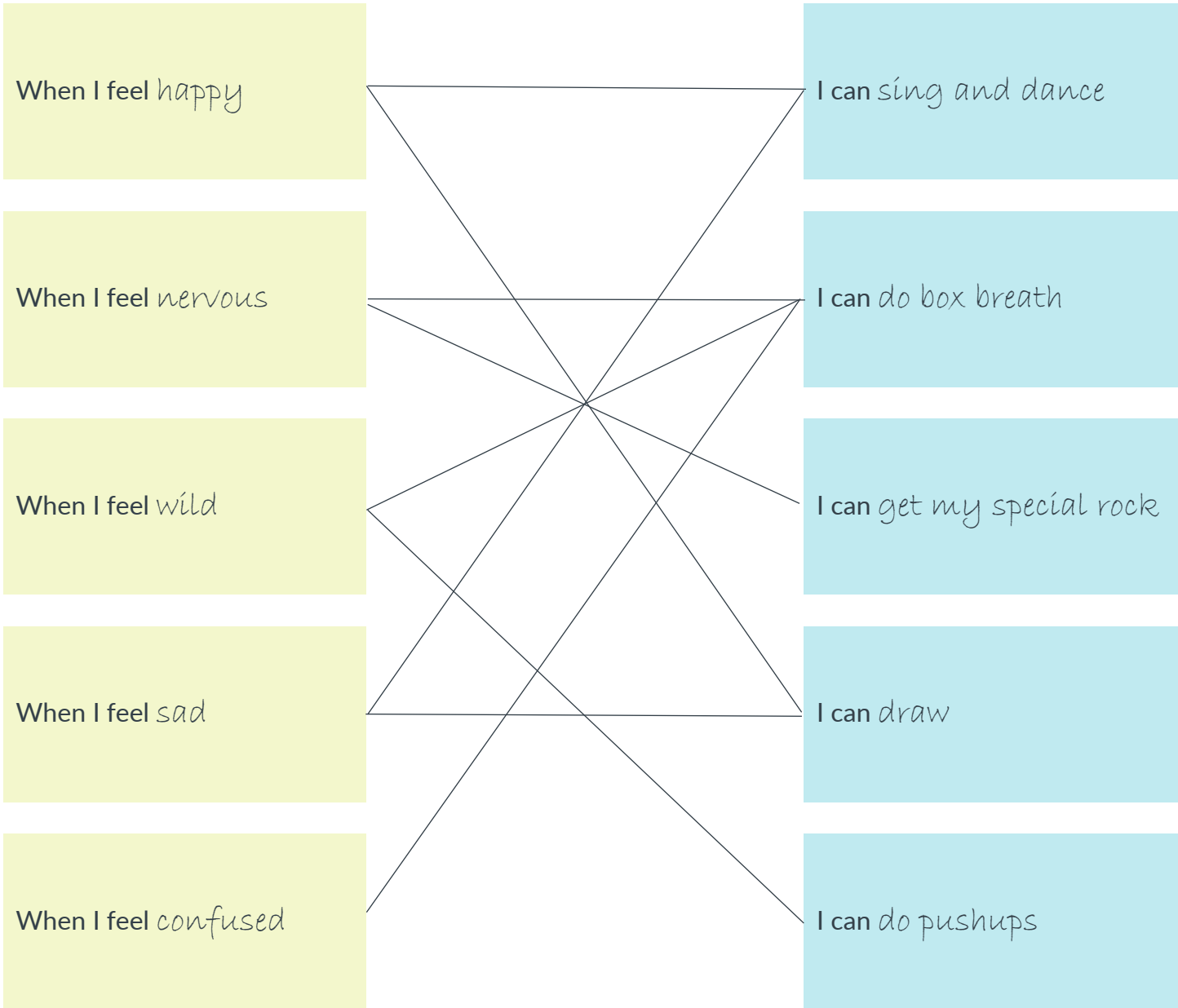
If I have strong feelings and don't know what to do, I know I can get support from:



Example Student Tool: My Emotional Response Strategies List

Name: *Johnny Jones*

Date: *12/16/2018*



If I have strong feelings and don't know what to do, I know I can get support from:

Mrs. Marshall

Dad

my neighbor Anna

my friend Noah

Kelly at church