

EMOTIONAL REGULATION COPING SKILLS DATA SHEETS

A regulation skill rating scale your team defines, a caseload roster, a daily or weekly mood check-in log, a coping strategy use inventory, a trigger and context observation log, a regulation skill rating sheet, a classroom generalization check-in, a tracker and graph, session notes, a quarterly summary, a family note, and a filled example. Fillable PDF.

DAILY Daily / Weekly Mood Check-in Log

A morning number, an afternoon or evening number, against the scale on page 6. A self-report, not an observation someone else is grading.

WEEK OF _____ ADULT(S) RUNNING THE CHECK-IN _____ SCALE (PAGE 6 ANCHORS) _____ GOAL MET MEANS (WRITE IT) _____

DATE	STUDENT	MORNING NUMBER	AFTERNOON NUMBER	SCALE MET? (Y / N)	ADULT INITIALS	NOTABLE EVENT, IN OBSERVABLE WORDS

DATA Coping Strategy Use Inventory

One row each time a strategy from the plan was used, or could have been. Which one, where, whether it took a prompt, and what happened next.

STUDENT _____ STRATEGIES TAUGHT, AS WRITTEN IN THE PLAN _____ GOAL (USES PER OPPORTUNITIES, OR A RATING) _____

DATE	STRATEGY (CODE, PAGE #)	SITUATION (CODE, PAGE #)	PROMPTED (Y / NO OR INDEPENDENT #)	OUTCOME, IN OBSERVABLE WORDS	INITIALS

DATA Trigger / Context Observation Log

What was happening right before and right after a hard moment, in words a camera would agree with. It records the situation, not why.

STUDENT _____ OBSERVER _____ WEEK OF _____

DATE / TIME	CONTEXT (CODE, PAGE #)	WHAT HAPPENED RIGHT BEFORE (OBSERVABLE)	RATING ON STRATEGY USED	WHAT HAPPENED RIGHT AFTER (OBSERVABLE)

DATA Regulation Skill Rating Sheet

One student, one observation, the skill from the goal rated against page 5's scale, the strategy used, and the prompt level.

STUDENT _____ DATE _____ SETTING / CONTEXT CODE, PAGE # _____ LENGTH _____

SITUATION / TASK	SKILL PRACTICED (AS THE PLAN SAYS)	RATING (PAGE 5 LEVELS)	STRATEGY USED (CODE)	PROMPT # (Y / N)	NOTES

CLASSROOM Classroom Generalization Check-in

Handed to the classroom teacher for one week. Did the skill show up outside the office, when, and did it take a prompt.

STUDENT _____ TEACHER _____ WEEK OF _____ SKILL, IN PLAIN WORDS _____

DAY	SAW THE SKILL USED (Y / N / NOT SURE)	WHEN (CLASS, TRANSITION, RECESS, GROUP WORK)	WHAT IT LOOKED LIKE	PROMPTED, OR ON THEIR OWN?

For the teacher: what counts
Only what you actually saw. "Not sure" is a fine answer, and a blank day is better than a guess one. One example per day is plenty; the point is whether the skill exists anywhere outside the office.

Teacher reply: what would make this easier in your room:

TRACKING Cumulative Tracker

One goal, thirty-six observations. The date, the setting, and the rating or mood average from each log, copied here as the trend is on one log.

STUDENT _____ GOAL (SHORT) _____ CRITERION / AIM _____

OBSERVATIONS 1-12	1	2	3	4	5	6	7	8	9	10	11	12
Date												
Setting												
Rating / mood												
OBSERVATIONS 13-24												
Date												
Setting												
Rating / mood												
OBSERVATIONS 25-36												
Date												
Setting												

Which Sheet, and What This File Is Not

Match the goal's wording to a sheet once, and write the page number on the roster. The bottom row says where a behavior-incident goal belongs instead.

IF THE GOAL SAYS	USE	WHERE
"will demonstrate a regulation skill at level ___ or higher" — quality, not a count	Regulation skill rating sheet, rated against the scale your team writes on page 5	Page 11
"will rate or identify their own emotional state on a ___ point scale"	Daily / weekly mood check-in log	Page 8
"will use ___ (the strategy on the plan) in ___ of ___ opportunities" — something you can count	Coping strategy use inventory	Page 9
"will use the skill outside the counselor's room / in the classroom"	Classroom generalization check-in	Page 12
The team wants the situation around a hard moment on record, not just that it happened	Trigger / context observation log	Page 10
Any regulation or coping-skills goal, across the quarter	Cumulative tracker and graph, then the quarterly summary	Pages 13, 14, 16
A goal about how often a specific behavior happens, or a Tier 2 check-in / check-out program	Not this file. Use this store's Behavior Data Collection Sheets Editable or Check In Check Out Point Cards and Data Editable instead	Elsewhere in the store

Not the same as this store's behavior-incident tools

Check In Check Out Point Cards and Data tracks a discrete behavior program at arrival and dismissal; the ABC, frequency, interval and scatterplot sheets in Behavior Data Collection Sheets Editable count how often a target behavior happens. Both measure an INCIDENT. This file measures a SKILL rated against a rubric, a self-report mood number, and how often a taught strategy was used — growth, not a count of problem moments.

What this file is not

Not a counseling curriculum, not a therapy protocol, not an assessment, and not a crisis plan. Nothing here says what a rating level or a mood number means, or which strategy is right for a student; your team writes that in, from the plan and its own judgment. The sheets only make sure the number gets written down.

How the paper moves

WHEN	WHAT
Every observation	Regulation skill rating sheet (11) or coping strategy use inventory (9); half of a notes page (15)
Every day	Mood check-in log (8) for the students on that program; trigger / context log (10) for any hard moment worth recording
Every week	Ratings onto the tracker (13); classroom check-in (12) out to one teacher; family note (17) for whoever needs one
Every quarter	Graph (14) plotted, quarterly summary (16) written from it

Regulation Skill Rating Scale

The levels below are written by your team, from the plan or your own judgment. Nothing here decides what a level means or what counts as “regulated.”

How this scale is used

This is the scale for the regulation skill rating sheet (page 11) and the tracker (page 13). Write what each level looks like FOR THIS GOAL, in behaviors someone else could see, before the first rating — a 3 that means something different in September and in March is not data. It is a separate scale from the mood check-in on page 6.

REGULATION SKILL RATING LEVELS (PAGE 11)

LEVEL	WHAT IT LOOKS LIKE FOR THIS GOAL (WRITE IT BEFORE THE FIRST RATING)
1	
2	
3	
4	

PROMPT LEVEL CODES

CODE	PROMPT LEVEL (USED ON PAGES 6, 8, 9, 10, 11)
I	Independent — no prompt needed
V	After a verbal reminder
M	After the adult modeled or walked through it
O	No chance came up
X	Not observed (write why in the notes)

Why the levels are written first

A rating a second adult cannot reproduce within a point is not data. Define the four levels for THIS goal against observable behavior, not against how the observation felt, and keep the definitions the same all year.

Two adults rating the same observation should land within one point; if they do not, rewrite the level definitions above

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COUNSELOR / TEACHER / PROVIDER

SCHOOL / YEAR

UPDATED

Goal areas, in three or four letters

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DAILY Daily / Weekly Mood Check-In Log

A morning number, an afternoon or evening number, against the scale on page 6. A self-report, not an observation someone else is grading.

WEEK OF

ADULT(S) RUNNING THE CHECK-IN

SCALE (PAGE 6 ANCHORS)

GOAL MET MEANS (WRITE IT)

[illegible]

Same scale, same adult, same time

A morning number from the counselor and an afternoon number from a substitute are two different numbers. Write who checks, when, and against which scale at the top, and keep it for the whole week. This is a self-report; if the student cannot yet rate their own state, use the regulation skill rating sheet (page 11) instead.

Who was out, who covered, and what changed this week

Trigger / Context Observation Log

What was happening right before and right after a hard moment, in words a camera would agree with. It records the situation, not why.

STUDENT

OBSERVER

WEEK OF

DATE / TIME	CONTEXT (CODE, PAGE 6)	WHAT HAPPENED RIGHT BEFORE (OBSERVABLE)	RATING OR STRATEGY USED	WHAT HAPPENED RIGHT AFTER (OBSERVABLE)

This page records the situation, not why

Write what a camera would have shown, before and after. This page does not decide what caused a hard moment; that is a team decision, using this page and the rest of the record, not a form field. Whether a moment must also go on a district form is your district's rule; write it below.

DISTRICT RULE FOR WHAT MUST BE REPORTED, AND TO WHOM

Classroom Generalization Check-In

Handed to the classroom teacher for one week. Did the skill show up outside the office, when, and did it take a prompt.

STUDENT

TEACHER

WEEK OF

SKILL, IN PLAIN WORDS

DAY	SAW THE SKILL USED? (Y / N / NOT SURE)	WHEN (CLASS, TRANSITION, RECESS, GROUP WORK)	WHAT IT LOOKED LIKE	PROMPTED, OR ON THEIR OWN?

For the teacher: what counts

Only what you actually saw. "Not sure" is a fine answer, and a blank day is better than a guessed one. One example per day is plenty; the point is whether the skill exists anywhere outside the office yet.

Teacher reply: what would make this easier in your room

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Times the skill is most likely to come up in your room

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Provider reply: what I will try next week

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EXAMPLE

Eight Observations and a Mood Check Week, Filled In

R.T. is invented, and so is every number. Notice that the status and the classroom check-in request came from cells already written, not from how the week felt.

Tracker (page 13) — R.T., grade 4, regulation-skill goal (invented)

Goal (short): uses the strategy written in the plan to return to task when frustrated, rated 1 to 4 against the levels on page 5 · **Criterion:** rated 4, the top level, on four consecutive observations · **Aim line:** 4 (plotted at 40 on page 14, a rating x10)

OBSERVATION	1	2	3	4	5	6	7	8
Date	9/8	9/10	9/15	9/17	9/22	9/24	9/29	10/1
Setting	CLS	GRP	UNS	CLS	TRN	GRP	CLS	GRP
Rating	1	2	1	3	3	4	4	4

Ratings add to 22 over 8 observations, average 2.75. Observations 6, 7 and 8 (4, 4, 4) are the first three in a row at the top level; the criterion asks for four, so the status is SP, not MET. The page 13 rule for three at or above: check the skill in a second setting, so the classroom check-in (page 12) goes out for the week of 10/5. Observation 3 dipped to 1 during an unstructured block.

Mood check-in week (page 8), week of 9/28, and the quarterly summary row (page 16)

DAY	MORNING	AFTERNOON	GOAL MET (AFTERNOON 4 OR HIGHER)	ADULT	NOTABLE EVENT
Mon 9/28	3	3	N	RM	Rough start; strategy not tried
Tue 9/29	3	4	Y	RM	Used the break card once before math
Wed 9/30	3	4	Y	RM	Substitute in homeroom; steadier by afternoon
Thu 10/1	4	5	Y	RM	No reminders needed all day
Fri 10/2	4	5	Y	RM	Used the strategy independently at recess

Goal met 4 of 5 days (80%). Morning average $17 \div 5 = 3.4$; afternoon average $21 \div 5 = 4.2$, at or above the morning every day (tied on Monday, higher every day after). The one N is Monday, before the strategy had been tried that week.

GOAL (SHORT)	BASELINE (DATE)	CURRENT LEVEL (DATE)	STATUS	ONE SENTENCE FOR THE REPORT
Return-to-task strategy, rated 1–4	1 (9/8)	4 (10/1); last three observations 4, 4, 4	SP	Three consecutive observations at the top level (4); criterion needs four; classroom check-in sent 10/5.

Session / observation note (page 15) — 10/1

Targeted, and the data: return-to-task strategy, individual observation, rated 4 (top level): used the break card during a small group with no reminder and returned on their own. **Response:** the strategy is easier to use in a small group than in the full classroom. **Plan:** keep it; classroom check-in for the week of 10/5; family note home.

Why this is enough

Every decision on this page came from a number that was already written: the status from three rows at the top level, the check-in request from the rule on page 13. Nothing here says why R.T. gets frustrated; it says whether the strategy from the plan was used, and how it was rated.