



## Emotion Regulation Checklist (ERC)

### Instructions:

Please rate how often this child exhibits the following behaviours or emotional states.

		Rarely or Never	Sometimes	Often	Almost Always
1	Is a cheerful child	1	2	3	4
2	Exhibits wide mood swings (child's emotional states difficult to anticipate because s/he moves quickly from positive to negative moods).	1	2	3	4
3	Responds positively to neutral or friendly overtures by adults. [responds positively to polite or friendly adults]	1	2	3	4
4	Transitions well from one activity to another; does not become anxious, angry, distressed or overly excited when moving from one activity to another.	4	3	2	1
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).	4	3	2	1
6	Is easily frustrated.	1	2	3	4
7	Responds positively to neutral or friendly overtures by peers. [Responds positively to polite or friendly peers.]	1	2	3	4
8	Is prone to angry outbursts / tantrums easily.	1	2	3	4
9	Is able to delay a gratification.	4	3	2	1
10	Takes pleasure in the distress of others (for example, laughs when another person gets hurt or punished; enjoys teasing others).	1	2	3	4
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).	4	3	2	1
12	Is whiny or clingy with adults.	1	2	3	4
13	Is prone to have disruptive outbursts of energy and exuberance [excitement].	1	2	3	4
14	Responds angrily to limit-setting by adults.	1	2	3	4
15	Can say when s/he feels sad, angry or mad, fearful or afraid.	1	2	3	4
16	Seems sad or listless.	4	3	2	1
17	Is overly exuberant [excited and energetic] when attempting to engage others in play.	1	2	3	4



	Rarely or Never	Sometimes	Often	Almost Always
18	4	3	2	1
19	1	2	3	4
20	1	2	3	4
21	1	2	3	4
22	1	2	3	4
23	1	2	3	4
24	1	2	3	4

**Developer Reference:**

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.

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