



Client Information

<i>Client Name</i>	Generic Client
<i>Date of birth (age)</i>	14 December 1980 (43)

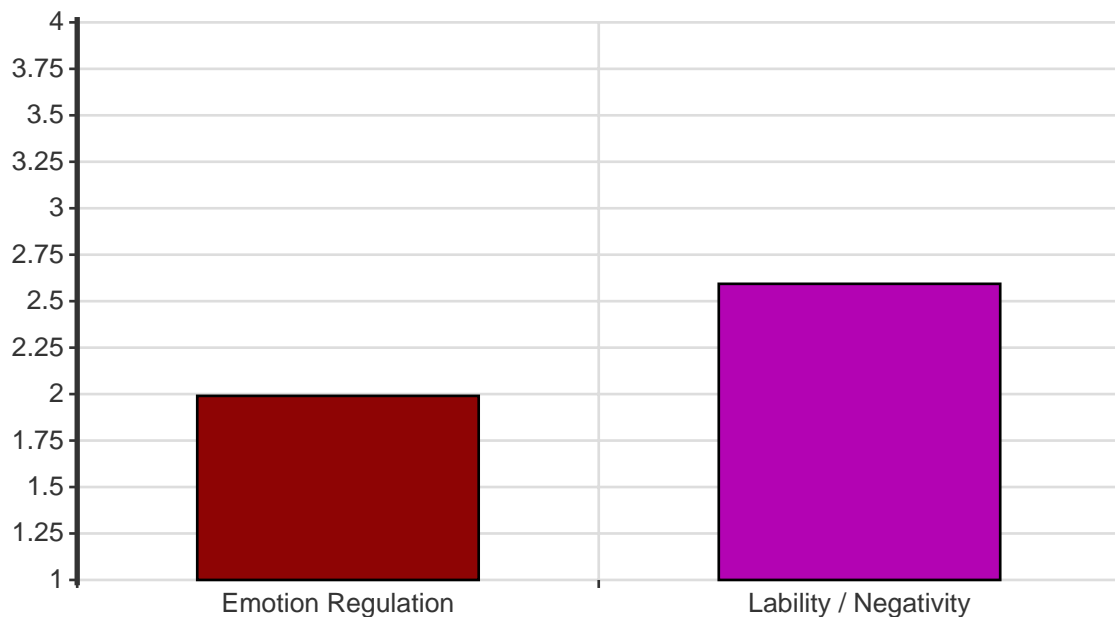
Assessment Information

<i>Assessment</i>	Emotion Regulation Checklist (ERC)
<i>Date administered</i>	1 March 2024
<i>Assessor</i>	Dr David Hegarty
<i>Time taken</i>	52 minutes 53 seconds

Results

	Score	Average Score (1-4)
Emotion Regulation Scale	16	2
Lability / Negativity Scale	39	2.6
Adaptive Emotion Regulation	52	2.3

ERC Average Scores



Scoring and Interpretation Information

The ERC comprises two scales (and an additional total score explained below), with a score and "average score" presented. The average scores represent raters sense of the frequency the child exhibits the measured attributes, where 1 = Rarely or never and 4 = Almost always.

1. Emotion Regulation (Items 1, 3, 7, 15, 16, 18, 21, 23. Range 8 to



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Scoring and Interpretation Information (cont.)

32): assesses expression of emotions, empathy, and emotional self-awareness, with higher scores indicating greater adaptive regulatory processes. Items 16 and 18 are reverse scored. This subscale is positively correlated with measurements of social skills (Henriques Reis et al., 2016).

2. Emotional Lability/Negativity (Items 2, 4, 5, 6, 8, 9, 10, 11, 13, 14, 17, 19, 20, 22, 24. Range 15 to 60): assesses lack of flexibility, anger dysregulation, and mood lability, with higher scores indicating greater emotion dysregulation. Items 4, 5, 9, and 11 are reverse scored. High scores represent more emotional difficulties. This subscale is positively correlated with measurements of behavioural problems (Henriques Reis et al., 2016).

Item 12 does not load onto either of the subscales (Shields & Cicchetti, 1997), but provides an indication of other child behaviours.

A graph is presented showing the average scores, and if the ERC is administered more than once, the graph will show the subscale average scores over time.

Additionally, an adaptive emotion regulation total score (range 23 to 92) is presented where a higher score is indicative of good emotion regulation and lower scores indicative of poor emotion regulation. This score is calculated by the sum of the emotion regulation scale and the inverse of the emotional lability/negativity scale (i.e., not reverse scoring items 4, 5, 9, 11 but reverse scoring all others in this scale).

Client Responses

		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



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Client Responses (cont.)

		Rarely or Never	Sometimes	Often	Almost Always
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
18	Displays flat affect [doesn't show much emotion when you would expect it] (expression is vacant or inexpressive; child seems emotionally absent).	4	3	2	1
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).	1	2	3	4
20	Is impulsive [Can't control him/herself].	1	2	3	4
21	Is empathic [sympathetic] towards others; shows concern when others are upset or distressed.	1	2	3	4
22	Displays exuberance [energy and excitement] that others find intrusive or disruptive.	1	2	3	4
23	Displays appropriate negative emotions (anger, fear, frustration, distress) in response to hostile, aggressive, or intrusive acts by others.	1	2	3	4
24	Displays negative emotions when attempting to engage others in play.	1	2	3	4