









## SELF-ASSESSMENT

Perhaps there is no more suitable module for self-assessment than one dedicated to emotional regulation. Revisit the major concepts and practices profiled in this module and use the traffic light scale to determine where you are now in each practice.

### Menu of Practices on Emotional Regulation

Use the traffic light scale to reflect on your current practices as they relate to emotional regulation at the levels of self, students, and school. What areas do you want to strengthen?

INDIVIDUAL OPPORTUNITIES	
I can recognize situations when I can apply emotional self-regulation techniques.	
I can strategically up-regulate or down-regulate to improve my emotional responses.	
I am balancing internal and external self-awareness to strengthen relationships.	
STUDENT-LEVEL OPPORTUNITIES	
I have strategies or I can improve existing strategies I have for assisting students in identifying emotions.	
I have the tools to help students manage their emotions in ways that are humane and growth producing.	
I routinely consider the emotional lives of my students, not just their behavior, when problems arise.	
SCHOOL-LEVEL APPROACHES	
I can apply a backward planning technique to improve implementation decisions at my school or district.	
I can better discern the emotional lives and support needs of my colleagues.	

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## REFLECTION QUESTIONS

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What do I need to do to change my reds to yellows?



Who can support me to turn my yellows into greens?



How am I using my greens to positively contribute to the good of the whole?