Assessment Means Form: Emotion Expression

Assessment Overview: Teachers should aim to assess students in the most naturalistic environment first (i.e., observation) before moving on to more intentionally structured activities.

What Teachers Need to Know and Observe:

➢ Children express and manage a range of emotions in their daily lives. For the purpose of observation, there is no right or wrong emotion that children can express. However, there are behavioral expressions that are not appropriate. For example, a child may be angry about his friend not sharing, and it is appropriate for him to express that verbally or through gesture, but it is not appropriate for him to hit his friend in response.

➢ Emotions are internal experiences that are not necessarily observable. It is the expression of an emotion through words, gestures, and/or behaviors that helps an observer understand the emotion or emotions that a child may be experiencing. In places where "behavior" is mentioned, it is inferred that emotion is the underpinning of the behavior.

Key Terms:

➢ *Prosocial Behaviors*. Includes (but is not limited to), sharing, turn-taking, cooperating, helping others, enlisting help from others, emotionally helping peers.

➢ *Reflection* on emotion. Reflection is demonstrated by children's anticipation of the effects of how they choose to express their emotions, by changing their behavior in response to feedback from a previous event, by incorporating feedback into self-regulation strategies, by making verbal statements related to the reflection process (e.g., talking about their emotions or the emotions of others, the consequences of their actions, connections they have made to the classroom norms, or their decision-making process), or by displaying compassion and/or empathy.

General Teacher Instructions:

➢ The teacher may need to conference with a student after the observation in order to obtain more details about the specifics surrounding the observed behavior(s) as part of providing the supporting evidence. For example, a teacher could say, "I saw you made a choice with your friend. Could you tell me more about this choice?"

➢ As part of an observation, the teacher should note any relevant group or individual instruction or direction related to a construct progression skill that occurred immediately prior to or during an observation that might influence a student's observed behavior. For example, a teacher would want to note that she gave instruction on the use of prosocial behaviors if a child was observed using one of the prosocial behaviors in the activity following the instruction. Providing a reminder is an example of an indirect instruction or direction given to another student during an activity that the target student could overhear.

➢ Instruction related to emotion or related behavior (e.g., prosocial behaviors) may be provided by any adult in the classroom or observation context (e.g., guidance counselor).

➢ To help determine a child's learning status, the teacher will include evidence from the observation that provides enough detail to align the observed behavior(s) to a specific skill on the progression.
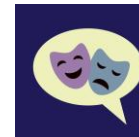
Observation Instructions:

➢ As part of regular instruction, teachers might provide construct-related information to the students. Where noted in the Teacher Instructions (next page), teachers record on the documentation page any group or individual construct relevant instruction that occurred prior to or during the observation.

➢ Some skills will require an emotion-eliciting event to occur. In these instances, potential experiences or stimuli include any occurrences (planned or unplanned) that have the potential to elicit an emotional arousal (either positive or negative) in an individual. If the observer did not witness the "emotion-eliciting event" and child report is not possible (e.g., child cannot communicate about or describe an event reliably), the observer may make reasonable inferences about the preceding event. For example, if the observer hears, "Hey!" said in an angry voice by Child #1 to Child #2, but does not witness the exact transgression, he or she can reasonably deduce that something emotion-eliciting occurred between Child #1 and Child #2.

➢ See table below for examples of opportunities for observation.

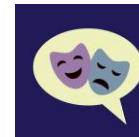| Potential Opportunities for Observation	Potential Materials

➢ Any school setting (e.g., classroom, playground, cafeteria, hallways).
 ➢ At any point during an event or activity (e.g., initiation of an interaction, during the course of an activity, transitioning between activities, or termination of an activity).
 ➢ Any type of activity, particularly activities that might elicit an emotional response:
     o competitive scenarios (e.g., games)
     o interruptions (e.g., emergency drills)
     o children working in proximity to one another
     o collaborative work
     o social interactions
     o accidents (e.g., spilling a drink)
     o new or unusual events, activities, materials, or tasks (e.g., early dismissal)
 ➢ Any group size (whole class, small group, pairs, or individual).
	➢ There are no specific materials required when observing for this construct.

Placing a Child on this Progression: With all progressions, the goal is to identify the level at which the child is solidly performing. If the child is inconsistent at a given level, as children often are when they are learning a new skill, the correct placement is at a lower level. The teacher needs to collect enough evidence to be confident that the child is correctly placed on the progression. This will include multiple pieces of evidence where the child demonstrates the skill level at which he/she is placed and at least one documented instance of allowing the child the opportunity to demonstrate his/her skills/behavior at the next highest level. It will be difficult to place some children on a progression. Children who are not yet at Skill A should be marked as "Emerging" for that progression. Children who have reached the highest level of a progression should be marked at that highest level.

Observation Prompts: There are no global observation prompts for this assessment mean; any prompts are at the skill level and are listed in the Examples table.

Emotion Expression Instructions (by Skill-Level) & Examples

Skill	Skill Progression	Skill-Level Teacher Instructions	Examples
A	Acts, talks, or reacts to an experience or stimulus without demonstrating awareness of the reactions of others around them.	Potential experiences or stimuli may be generated by a variety of sources, including the child being observed, other students, teachers, or events in the school environment. Although the experience or stimuli that the child is responding to may not be observed (e.g., occurred outside of school or out of the teacher's view), the child's expression of emotion is observable.	*When Ricky is asked to participate in a kickball game, he strikes out and is told that his turn is done. Ricky then begins crying for another chance and refusing to go the end of the line. While crying about not getting another chance, other students were stating in frustration that Ricky was holding up the game. Ricky continued standing there crying, unaware of the reactions of the other students, until the teacher came over to intercede.* *Josie is working in the block area making a tower. The tower collapses and Josie begins crying, hitting her fist against the floor, and throwing blocks. One block almost hits another child who yells, "You almost hit me!" Josie gets up and stomps away from the blocks, with no apparent awareness of the other child*
B	Shows awareness that his or her own actions, words, and reactions to an experience or stimulus has an impact on others.	See Skill A.	*Harper wants the toy truck that another child is playing with. Harper takes the truck from the other child's hands and says, "I want this!" When the other child begins to cry Harper looks at the teacher and says, "He can have it back later."* *When prompted to line-up for lunch, Leilani cuts in line. Miguel frowns and says in an upset tone, "Hey!" to Leilani. In response to the visual and auditory cues from the other student, Leilani goes to her appropriate place in line.* *Ramon is asked to partner with Maggie during station activities. Ramon starts working on the activity without interacting with Maggie. Maggie says, "We're supposed to be working together and taking turns." Ramon looks up at Maggie and says, "I want to work by myself." Ramon then continues to work independently.*

Skill	Skill Progression	Skill-Level Teacher Instructions	Examples
C	Makes choices to express emotions in ways that get their needs met.	Construct-relevant instruction includes (but is not limited to) (e.g., instruction on the appropriate expression of emotion in a given context, discussion of classroom norms, reminding student of a behavior plan). Details related to how the child expressed their emotion to get a need met and the outcome of that expression of emotion will be helpful when providing supporting evidence.	*Several children have set up a hospital in the dramatic play area. Ronnie tries to give a pretend shot in the arm to one of the children. When the other child refuses the shot, Ronnie gets frustrated. Ronnie grabs the child's arm and gives him a shot anyway, saying, "Don't be such a baby, you're ruining my game."* *Devin is partnered with Reina during station activities. Reina starts working on the activity without interacting with Devin. Devin says, "We're supposed to be working together and taking turns." Reina looks up at Devin and says in her home language, "I want to work by myself." Reina then continues to work independently. When Devin begins crying and says, "We're supposed to be working together and taking turns," Reina passes the materials to Devin.*
D	Begins to express emotions in ways that support building relationships.	Construct relevant Instruction includes instruction on the use of prosocial behaviors and instruction on expressing emotions in ways that support building relationships (e.g., using positive facial Expressions and/or body movements, using a positive tone of voice, or using collaborative verbal statements).	*During a student-selected activity, Sean and Issac begin to construct Lego objects of their own design. Noting that there was only one, Sean grabs the large platform piece. Issac says, "Hey, I was going to use that!" Sean ignores Issac's objection; Issac begins to cry. In contrast to how he responded during prior similar situations, this time Sean reconsiders and hands over the platform piece saying, "I'll use it next time."* *The class is celebrating the first week of school and the teacher left the cupcakes on the back table. As the class prepares to start the celebration, Yolanda can't wait and runs to the table to get her cupcake. Another student says to Yolanda, "We need to wait until the teacher says it's time." In contrast to how she responded during prior similar situations, Yolanda decides to comply and returns the cupcake to the table. She then joins the group in waiting for the teacher's cues.*
E	Generally expresses emotions in ways that support building relationships.	See Skill D.	*When Sally's classmate, Ben, pushed past her in the cafeteria line causing her tray to crash to the floor, Sally's eyes welled with tears. After Ben apologized, Sally responded, "Accidents happen and I should forgive you."*

Skill	Skill Progression	Skill-Level Teacher Instructions	Examples
			The class is viewing a film clip of playful baby animals. In one segment a kitten jumps and flips after being frightened. The class reacts briefly with laughter, but Josh's laughter is louder and longer and seems forced, making it difficult to hear the following segment. As Josh reads the disturbed expressions on the faces of his classmates, he quickly settles down to watch the next segment. *The class has read the script for a short play, and now each student will take a role in preparation for a skit. Lucinda wants the lead role but the teacher selects another student. Although Lucinda is briefly visibly disappointed (e.g., she frowns and sighs), she quickly recovers and embraces the role she's been assigned*
F	Reflects about emotions and the consequences of actions with support from the teacher.	Construct-relevant instruction (group or individual) instruction that occurred prior to or during the observation related to emotion regulation (e.g., reflecting about emotions or the consequences of actions). Instruction may be provided by an adult other than the classroom teacher (e.g., guidance counselor). To be considered a support, the student must be prompted in some way to reflect about their emotions and the consequences of their actions and/or provided guidance while participating in the reflection process.	*Daveed is concerned when another child cries after losing a game. He pats his friend on the back but says, "I don't think I'd be so sad." The teacher reminds Daveed about a time that he lost a game and felt sad. Daveed then offers to play another game in order to help his friend feel better.* *When the teacher announces that Miguel will be this week's class helper, Angela becomes visibly anxious and says in her home language, "It's not fair! He got to be line leader last week!" Angela's teacher reminds her that she did not sign up to be helper during the previous week. Angela continues to remain upset, so the teacher asks, "Is there anything you could do to help you remember to sign up this week?" Angela thinks for a minute, before saying in her home language, "I'm going to have my mom remind me on Friday to sign up."* *When the teacher asks Emiko what she plans to choose for center time, Emiko exclaims, "blocks!" The teacher reminds Emiko how last time she played in the blocks center, she kept all the blocks for herself and wouldn't share with her friends. The teacher asks Emiko how she felt about that, and Emiko says, "I was sad that I didn't have anyone to play with". The teacher asks Emiko what she might do differently this time, and Emiko thinks for a minute before saying, "I'm not going to keep all*

Skill	Skill Progression	Skill-Level Teacher Instructions	Examples
			the blocks for myself. I'm going to share them with my friends so that they want to play with me."
G	Independently reflects about emotions and the consequences of actions.	See Skill F.	*Lucinda enters the classroom with tears in her eyes. She has left her lunchbox in the car for the second time this week. After sitting quietly in her chair for a few minutes, Lucinda says to her teacher, "Mr. Baker, could you please call my dad and tell him I left my lunchbox in our car? I think that from now on I will put my lunchbox in my backpack so I won't accidentally leave it in the car anymore."* *Alexa accidentally breaks a Popsicle stick on her artwork after being told by the teacher to stop "playing around" with her friends. She sighs and sits down. The teacher overhears Alexa tell another child, "I got too excited and now I broke my art. I'm going to sit down so I don't break it anymore".* *The teacher notices that Sean, who usually loudly talks about how he is winning during a competitive classroom game, appears to be refraining from acting on this impulse during today's game. When a comment is made Sean is quiet today and says, "Last time we played this game, I hurt Jeremy's feelings when I kept saying that he was losing the game. I felt bad about that so I'm not going to yell out when we play this game anymore."*

NOTES: There are no Situations or Tasks for Emotion Expression.