**The Emotions Development Questionnaire – Teacher Version**

**Wong, Heriot & Lopes (2009)**

Child’s Name:       Date of birth:

Respondent’s Name:       Today’s date:

Relationship to Child: Classroom Teacher [ ]  Other:

**DIRECTIONS**

For each question, select the number that best describes the child’s current behaviour.

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| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | Never | Rarely | Sometimes | Often | Always | Don’t Know |
| **1** | Do ***you*** talk to your student about ***their*** good feelings (e.g. excited, happy)? | 1 [ ]  | 2 [ ]  | 3 [ ]  | 4 [ ]  | 5 [ ]  | 6 [ ]  |
| **2** | Do ***you*** talk to your student about ***their*** not so good feelings (e.g. sad, angry)? | 1 [ ]  | 2 [ ]  | 3 [ ]  | 4 [ ]  | 5 [ ]  | 6 [ ]  |
| **3** | Do ***you*** talk with your student about ***other people’s*** feelings? | 1 [ ]  | 2 [ ]  | 3 [ ]  | 4 [ ]  | 5 [ ]  | 6 [ ]  |
| **4** | Can you tell what your student is feeling, even if they don’t tell you?How well could you do this for each of the following feelings:Happy SadWorriedAngry | 1 [ ] 1 [ ] 1 [ ] 1 [ ]  | 2 [ ] 2 [ ] 2 [ ] 2 [ ]  | 3 [ ] 3 [ ] 3 [ ] 3 [ ]  | 4 [ ] 4 [ ] 4 [ ] 4 [ ]  | 5 [ ] 5 [ ] 5 [ ] 5 [ ]  | 6 [ ] 6 [ ] 6 [ ] 6 [ ]  |
| **5** | Are you able to choose the right time to talk with your student about their feelings? | 1 [ ]  | 2 [ ]  | 3 [ ]  | 4 [ ]  | 5 [ ]  | 6 [ ]  |
| **6** | Do you have effective ways of helping your student manage their emotions? | 1 [ ]  | 2 [ ]  | 3 [ ]  | 4 [ ]  | 5 [ ]  | 6 [ ]  |
| **7** | Do you anticipate challenging situations with your student and discuss a plan of how to manage the situation beforehand? | 1 [ ]  | 2 [ ]  | 3 [ ]  | 4 [ ]  | 5 [ ]  | 6 [ ]  |
| **8** | Does ***your student*** talk to you about ***their*** good feelings (e.g. happy, excited)? | 1 [ ]  | 2 [ ]  | 3 [ ]  | 4 [ ]  | 5 [ ]  | 6 [ ]  |
| **9** | Does ***your student*** talk to you about ***their*** not so good feelings (e.g. sad, worried)? | 1 [ ]  | 2 [ ]  | 3 [ ]  | 4 [ ]  | 5 [ ]  | 6 [ ]  |
| **10** | Does ***your student*** talk to you about how ***other*** people are feeling? | 1 [ ]  | 2 [ ]  | 3 [ ]  | 4 [ ]  | 5 [ ]  | 6 [ ]  |

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| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | Never | Rarely | Sometimes | Often | Always | Don’t Know |
| **11** | How often does your student describe different intensities of feeling for the following feelings?(e.g. very happy versus a little happy versus okay)HappySadWorriedAngry | 1 [ ] 1 [ ] 1 [ ] 1 [ ]  | 2 [ ] 2 [ ] 2 [ ] 2 [ ]  | 3 [ ] 3 [ ] 3 [ ] 3 [ ]  | 4 [ ] 4 [ ] 4 [ ] 4 [ ]  | .5 [ ] 5 [ ] 5 [ ] 5 [ ]  | 6 [ ] 6 [ ] 6 [ ] 6 [ ]  |
| **12** | Can ***your student*** tell what ***other people*** are feeling just by looking at their body language?How well would they do this for each of the following feelings:Happy SadWorriedAngry | 1 [ ] 1 [ ] 1 [ ] 1 [ ]   | 2 [ ] 2 [ ] 2 [ ] 2 [ ]  | 3 [ ] 3 [ ] 3 [ ] 3 [ ]  | 4 [ ] 4 [ ] 4 [ ] 4 [ ]  | 5 [ ] 5 [ ] 5 [ ] 5 [ ]  | 6 [ ] 6 [ ] 6 [ ] 6 [ ]  |
| **13** | Is your student able to talk to you about ***why*** they feel good feelings?*For example, I feel happy because I’m visiting my friends.* | 1 [ ]  | 2 [ ]  | 3 [ ]  | 4 [ ]  | 5 [ ]  | 6 [ ]  |
| **14** | Is your student able to talk to you about ***why*** they feel not so good feelings?*For example, I feel worried because I have a test.* | 1 [ ]  | 2 [ ]  | 3 [ ]  | 4 [ ]  | 5 [ ]  | 6 [ ]  |
| **15** | Does your student understand that people can have different thoughts and feelings to their own?*For example, a dog approaches your student and their friend. Their friend might feel scared while your student might feel excited.* | 1 [ ]  | 2 [ ]  | 3 [ ]  | 4 [ ]  | 5 [ ]  | 6 [ ]  |
| **16** | Does your student ***change their behaviour***, based on understanding that people can have different thoughts and feelings to their own?*For example, a dog approaches your student and their friend. Their friend feels scared, while your student feels excited. Your student does not call the dog over to play because their friend feels scared.* | 1 [ ]  | 2 [ ]  | 3 [ ]  | 4 [ ]  | 5 [ ]  | 6 [ ]  |
| **17** | Does your student identify when a problem has occurred?*For example, when they cannot complete their school work there is a problem.* | 1 [ ]   | 2 [ ]  | 3 [ ]  | 4 [ ]  | 5 [ ]  | 6 [ ]  |
| **18** | Does your student identify how they feel when a problem has occurred?*For example, they feel worried when they cannot complete their school work.* | 1 [ ]  | 2 [ ]  | 3 [ ]  | 4 [ ]  | 5 [ ]  | 6 [ ]  |
|  |  | Never | Rarely | Sometimes | Often | Always | Don’t Know |
| **19** | Can your student think of different answers to a problem?*For example, if they cannot complete their school work; ask for help, take a break and come back to their school work later.* | 1 [ ]  | 2 [ ]  | 3 [ ]  | 4 [ ]  | 5 [ ]  | 6 [ ]  |
| **20** | Can your student predict what will happen as a result of different answers to a problem?*For example, if they cannot complete their school work and ask for help, their friend might not know the answer. If they take a break and come back to their school work later, they might think of the answer when they feel better.* | 1 [ ]  | 2 [ ]  | 3 [ ]  | 4 [ ]  | 5 [ ]  | 6 [ ]  |
| **21** | Can your student work out whether the solution to a problem was effective or not?*For example, if they cannot complete their homework, they can work out taking a break may be an effective solution to the problem.* | 1 [ ]  | 2 [ ]  | 3 [ ]  | 4 [ ]  | 5 [ ]  | 6 [ ]  |
| **22** | Can your student accept your help to solve a problem? | 1 [ ]  | 2 [ ]  | 3 [ ]  | 4 [ ]  | 5 [ ]  | 6 [ ]  |
| **23** | Can your student consider many solutions to a problem, rather than being fixated on one solution?*For example, If your student breaks a toy, they consider asking for help or try to fix it themselves, or play with another toy, rather than be fixated on trying to fix it.* | 1 [ ]  | 2 [ ]  | 3 [ ]  | 4 [ ]  | 5 [ ]  | 6 [ ]  |
| **24** | How often can your student choose an appropriate strategy to manage their feelings? | 1 [ ]  | 2 [ ]  | 3 [ ]  | 4 [ ]  | 5 [ ]  | 6 [ ]  |
| **25** | How often would your student successfully use each of the following strategies:a) Distract him/herself in unpleasant situations?*For example, your student thinks about something else or does something else when upset.*b) Talk to someone else to help themselves feel better?c) Talk him/herself out of being upset?*For example, after not getting something they wanted, your student tells him/herself that they didn't really want it.* | 1 [ ] 1 [ ]  1 [ ]  | 2 [ ] 2 [ ] 2 [ ]  | 3 [ ] 3 [ ] 3 [ ]  | 4 [ ] 4 [ ] 4 [ ]  | 5 [ ] 5 [ ] 5 [ ]  | 6 [ ] 6 [ ] 6 [ ]  |
| **26** | Can your student bounce back after becoming distressed, instead of staying sullen or sad? | 1 [ ]  | 2 [ ]  | 3 [ ]  | 4 [ ]  | 5 [ ]  | 6 [ ]  |

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| --- | --- | --- | --- | --- | --- | --- | --- |
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| **27** | Does your student use strategies to help them relax, such as deep breathing or progressive muscle relaxation? | 1 [ ]  | 2 [ ]  | 3 [ ]  | 4 [ ]  | 5 [ ]  | 6 [ ]  |
| **28** | Does your student stay calm when there is a problem? | 1 [ ]  | 2 [ ]  | 3 [ ]  | 4 [ ]  | 5 [ ]  | 6 [ ]  |
| **29** | Does your student accept their not so good emotions?For example, they believe it’s normal for everyone to sometimes feel angry.  | 1 [ ]  | 2 [ ]  | 3 [ ]  | 4 [ ]  | 5 [ ]  | 6 [ ]  |