**The Parent Emotion Coaching Scale**

Fosco, Mak, & Xia (2015)

**Survey instructions:** For each statement, please mark the one that best describes your relationship with your child

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Not At All | A Little | Somewhat | Very | Extremely |
| 1. I look for opportunities to help my child learn about his/her emotions | 1 | 2 | 3 | 4 | 5 |
| 2. It is important to listen to my child when s/he shares his/her feelings | 1 | 2 | 3 | 4 | 5 |
| 3. I think it is important to help my child understand why s/he feels different emotions | 1 | 2 | 3 | 4 | 5 |
| 4. I am working with my child to be comfortable with his/her emotions | 1 | 2 | 3 | 4 | 5 |
| 5. When my child is upset, I show that I understand | 1 | 2 | 3 | 4 | 5 |
| 6. I let my child know it’s okay to have negative emotions | 1 | 2 | 3 | 4 | 5 |
|  |  |  |  |  |  |

The importance of parental emotion coaching for promoting child and adolescent emotional health has gained considerable attention. Traditionally, this is measured using interview methods developed by Gottman, Katz, & Hooven (1997). We developed this 6-item scale to capture the degree to which parents engage in emotion coaching behaviors, including emotional awareness, helping their child label emotions, validating emotions, and using emotional experiences as teaching moments. For a brief overview of emotion coaching, we recommend:

Katz, L. F., Maliken, A. C., & Stettler, N. M. (2012). Parental meta-emotion philosophy: A review of research and theoretical framework. *Child Development Perspectives, 6*(4), 417-422.

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