



Evidence Summary—Technical Annex:

There is evidence on the positive effect of teaching and modelling emotion management in early years settings.

The evidence reiterates the importance of staff modelling positive emotional management to children. A systematic review (Sankalaite et al., 2021) shows child-educator interactions, for example, increased turn taking during conversations about emotions mediated children's ability to regulate their emotions—particularly for children experiencing disadvantage.

Various randomised control trials (RCTs) on multi-component programmes (such as PATHS and Head Start EBP) focusing on explicit teaching of emotional regulation report a positive effect (Domitrovich, Cortes and Greenberg, 2007; Izard et al., 2008). Likewise, there are a high number of interventions on specific emotion management strategies that record a positive impact on children's emotion management (Ginevra et al., 2020; Grazzani et al., 2016; Goldstein and Lerner, 2017; Cheng and Ray, 2016). Activities explored include role play, puppets, routines, and stories. Several of these studies also reinforce the importance of teacher-child conversations about a strategy after it has been taught to encourage its successful application during incidents when children need to use the strategy (Ornaghi et al., 2015; 2017).

There is also moderate evidence on teaching specific strategies to foster resilience in Early Years settings. These studies focus on teaching emotional control through teaching the language of emotions, de-escalation strategies and self-calming routines; one study focuses on the use of adult as 'resilience mentors' (Wyman et al., 2010). Several RCTs on approaches of this type report a positive effect size (Wyman et al., 2010; Sanders et al., 2020). One study suggests this may have a long-term impact on pupil outcomes (Sanders et al., 2020).

There is a limited number of RCTs that look at organisation, goal setting and persistence to improve overall resilience. One study focuses on teaching these through explicit teaching of 'Habits of mind' that include 'setting goals', 'being independent' and 'working tough' (Ashdown and Bernard, 2011). Despite being limited in number, these studies also report positive effects (Wyman et al., 2010; Ashdown and Bernard, 2011).



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