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 Response Scale:    1    2    3    4    5    6    7  
                               Very Unlikely                                    Medium                                    Very Likely  
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5. If my student is doing some difficult work and becomes nervous and upset because I can't stay beside him/her, I would:

- |                                                                                                                                                            |               |
|------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| a. distract my student by talking about how easy it would be for him/her to do the work alone                                                              | 1 2 3 4 5 6 7 |
| b. help my student think of things that he/she could do so that working independently me wasn't intimidating (e.g., talk him/herself through the problems) | 1 2 3 4 5 6 7 |
| c. tell my student to quit over-reacting and being childish                                                                                                | 1 2 3 4 5 6 7 |
| d. tell the student that if he/she doesn't stop that he/she won't be allowed to have free time that day                                                    | 1 2 3 4 5 6 7 |
| e. feel upset and uncomfortable because of my student's reactions                                                                                          | 1 2 3 4 5 6 7 |
| f. encourage my student to talk about his/her nervous feelings                                                                                             | 1 2 3 4 5 6 7 |

6. If my student is participating in some group activity with his/her friends and proceeds to make a mistake and then looks embarrassed and on the verge of tears, I would:

- |                                                                                           |               |
|-------------------------------------------------------------------------------------------|---------------|
| a. comfort my student and try to make him/her feel better                                 | 1 2 3 4 5 6 7 |
| b. tell my student that he/she is over-reacting                                           | 1 2 3 4 5 6 7 |
| c. feel uncomfortable and embarrassed myself                                              | 1 2 3 4 5 6 7 |
| d. tell my student to straighten up or he/she will have to leave the group                | 1 2 3 4 5 6 7 |
| e. encourage my student to talk about his/her feelings of embarrassment                   | 1 2 3 4 5 6 7 |
| f. tell my student that I'll help him/her practice so that he/she can do better next time | 1 2 3 4 5 6 7 |

7. If my student is about to appear in a recital or sports activity and becomes visibly nervous about people watching him/her, I would:

- |                                                                                                                                                   |               |
|---------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| a. help my student think of things that he/she could do to get ready for his/her turn (e.g., to do some warm-ups and not to look at the audience) | 1 2 3 4 5 6 7 |
| b. suggest that my student think about something relaxing so that his/her nervousness will go away                                                | 1 2 3 4 5 6 7 |
| c. remain calm and not get nervous myself                                                                                                         | 1 2 3 4 5 6 7 |
| d. tell my student that he/she is being childish about it                                                                                         | 1 2 3 4 5 6 7 |
| e. tell my student that if he/she doesn't calm down, he/she will not be able to participate                                                       | 1 2 3 4 5 6 7 |
| f. encourage my student to talk about his/her nervous feelings                                                                                    | 1 2 3 4 5 6 7 |

8. If my student receives an undesirable gift or card from a friend and looks obviously disappointed, even annoyed, after opening it in the presence of the friend, I would:

- |                                                                                      |               |
|--------------------------------------------------------------------------------------|---------------|
| a. encourage my student to express his/her disappointed feelings                     | 1 2 3 4 5 6 7 |
| b. tell my student that the present can be exchanged for something the student wants | 1 2 3 4 5 6 7 |
| c. <u>NOT</u> be annoyed with my student for being rude                              | 1 2 3 4 5 6 7 |
| d. <u>tell</u> my student that he/she is over-reacting                               | 1 2 3 4 5 6 7 |
| e. scold my student for being insensitive to the friend's feelings                   | 1 2 3 4 5 6 7 |
| f. try to get my student to feel better by doing something fun                       | 1 2 3 4 5 6 7 |

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Response Scale:      1    2    3    4    5    6    7  
                                    Very Unlikely                      Medium                      Very Likely

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9. If my student is panicky and can't concentrate after talking with another student about something that was frightening to him/her, I would:

- |                                                                                                                         |   |   |   |   |   |   |   |
|-------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|---|---|
| a. encourage my student to talk about what was frightening                                                              | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| b. get upset with him/her for being silly                                                                               | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| c. tell my student that he/she is over-reacting                                                                         | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| d. help my student think of something to do so that he/she can get to work (e.g., not think about it, focus on working) | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| e. tell him/her to go to bed or he/she won't be allowed to talk with that friend in school                              | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| f. do something fun with my student to help him/her forget about what scared him/her                                    | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

10. If my student is at recess and appears on the verge of tears because the other children are mean to him/her and won't let him/her play with them, I would:

- |                                                                                   |   |   |   |   |   |   |   |
|-----------------------------------------------------------------------------------|---|---|---|---|---|---|---|
| a. <u>NOT</u> get upset myself                                                    | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| b. tell my student that if he/she starts crying then he/she will have to sit out. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| c. tell my student it's ok to cry when he/she feels bad                           | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| d. comfort my student and try to get him/her to think about something happy       | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| e. help my student think of something else to do                                  | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| f. tell my student that he/she will feel better soon                              | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

11. If my student is playing with other children and one of them calls him/her names, and my student then begins to tremble and become tearful, I would:

- |                                                                                                                         |   |   |   |   |   |   |   |
|-------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|---|---|
| a. tell my student not to make a big deal out of it                                                                     | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| b. feel upset myself                                                                                                    | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| c. tell my student to behave or he/she will have to leave the game                                                      | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| d. help my student think of constructive things to do when other children tease him/her (e.g., find other things to do) | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| e. comfort him/her and play a game to take his/her mind off the upsetting event                                         | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| f. encourage him/her to talk about how it hurts to be teased                                                            | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

12. If my student is shy and scared around strangers and consistently becomes quiet and withdrawn whenever visitors come to the classroom, I would:

- |                                                                                                |   |   |   |   |   |   |   |
|------------------------------------------------------------------------------------------------|---|---|---|---|---|---|---|
| a. help my student think of things to do that would make meeting new people less intimidating. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| b. tell my student that it is OK to feel nervous                                               | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| c. try to make my student happy by talking about how much fun it is to meet new people         | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| d. feel upset and uncomfortable because of my student's reactions                              | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| e. tell my student that he/she must interact with visitors appropriately                       | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| f. tell my student that he/she is being childish or immature                                   | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

## COPING WITH CHILDREN'S NEGATIVE EMOTIONS SCALE (CCNES)<sup>1</sup> Teacher Version

Purpose: To measure the degree to which teachers perceive themselves as reactive to children's (preschool through early elementary school) negative affect in distressful situations. Six subscales are derived that reflect the specific types of coping response parents tend to use in these situations.

### SUBSCALES

1. **Distress Reactions (DR).** These items reflect the degree to which teachers experience distress when children express negative affect.

Scoring: Mean of: 1B, 2A\*, 3A, 4D, 5E, 6C, 7C\*, 8C\*, 9B, 10A\*, 11B, 12D.

\* = REVERSED SCORING

2. **Punitive Reactions (PR).** These items reflect the degree to which parents respond with punitive reactions that decrease their exposure or need to deal with the negative emotions of their children.

Scoring: Mean of: 1A, 2F, 3F, 4A, 5D, 6D, 7E, 8E, 9E, 10B, 11C, 12E.

3. **Expressive Encouragement (EE).** These items reflect the degree to which parents encourage children to express negative affect or the degree to which they validate child's negative emotional states (i.e., "it's ok to feel sad.")

Scoring: Mean of: 1E, 2E, 3E, 4B, 5F, 6E, 7F, 8A, 9A, 10C, 11F, 12B.

4. **Emotion-Focused Reactions (EFR).** These items reflect the degree to which parents respond with strategies that are designed to help the child feel better (i.e., oriented towards affecting the child's negative feelings).

Scoring: Mean of: 1F, 2B, 3D, 4E, 5A, 6A, 7B, 8F, 9F, 10D, 11E, 12C.

5. **Problem-Focused Reactions (PFR).** These items reflect the degree to which parents help the child solve the problem that caused the child's distress (i.e., oriented towards helping the child solve his/her problem or coping with a stressor).

Scoring: Mean of: 1C, 2D, 3C, 4F, 5B, 6F, 7A, 8B, 9D, 10E, 11D, 12A.

6. **Minimization Reactions (MR).** These items reflect the degree to which parents minimize the seriousness of the situation or devalue the child's problem or distressful reaction.

Scoring: Mean of: 1D, 2C, 3B, 4C, 5C, 6B, 7D, 8D, 9C, 10F, 11A, 12F.

<sup>1</sup>Please cite as follows: Fabes, R.A., Eisenberg, N., & Bernzweig, J. (2000). The Coping with Children's Negative Emotions Scale: Teacher Version. Available from authors at <http://ccnes.org>. Arizona State University.

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