ERS

Emotion Reactivity Scale (ERS)

The ERS is a self-report questionnaire designed to measure emotion reactivity, that is, the tendency to react quickly, intensely, and persistently to emotions. It mainly explores three clinically useful dimensions: emotional sensitivity, emotional intensity or arousal, and the persistence of emotional states. The tool is used with older adolescents and adults, in clinical practice as well as in research, particularly in the assessment of emotion dysregulation, mood disorders, self-injurious behaviors, and certain personality disorders. It is not a diagnostic test on its own, but it helps objectify the overall level of emotion reactivity and track its change over time.

Number of questions	21 questions
Estimated duration	5 minutes
Language	English
Original name	Emotion Reactivity Scale
Target audience	Adolescents and adults
Authors	Matthew K. Nock, Michelle M. Wedig, Emily B. Holmberg, Jill M. Hooley (2008)
Category	Emotion regulation

Preview of the 21 questions

When something happens that upsets me, it's all I can think about it for a long time.

0 - Not at all like me | 1 | 2 | 3 | 4 - Completely like me

My feelings get hurt easily.

0 - Not at all like me | 1 | 2 | 3 | 4 - Completely like me

When I experience emotions, I feel them very strongly/intensely.

0 - Not at all like me | 1 | 2 | 3 | 4 - Completely like me

When I'm emotionally upset, my whole body gets physically upset as well.

0 - Not at all like me | 1 | 2 | 3 | 4 - Completely like me

I tend to get very emotional very easily.

0 - Not at all like me | 1 | 2 | 3 | 4 - Completely like me

Scoring & interpretation

Each item is scored from 0 to 4 according to how strongly the statement describes the person. Add up the 21 responses to obtain a total score, with high scores indicating greater emotion reactivity. Subscale scores can also be calculated for emotional sensitivity, intensity/arousal, and persistence according to the original scoring key. There is no universally accepted diagnostic cutoff; interpretation is mainly dimensional, by comparison with available norms, the clinical context, and the change in scores over the course of treatment.