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| Phase I | Deans, Frydenberg, & Tsurutani (2010)           | 20 4 to 5-year old inner-city Australian children (9 boys & 11 girls) & their parents. | · Using ‘question-answer’ interview with children to identify coping responses.  
· Using online surveys with parents.  
· Matched parent’s understandings of their children’s coping responses to that of children’s. | · Coping strategies reported by children & their parents can be grouped into Active, Passive & Relational Coping.  
· Children spontaneously provided more coping strategies than those listed in the parent survey.  
· Children reported using more active coping than passive coping.  
· Parents reported more passive coping compared to children. | · Children have the capacity to articulate their understandings of coping.  
· Children are capable to comprehend & talk about complex topics.  
· Educators can draw on these capacities to further children’s social and emotional development. |
| Phase II | Chalmers, Frydenberg & Deans (2011)             | 46 4-year-old preschoolers attending an early learning centre in Melbourne, Australia. | · Thematic analysis encoded children’s description of their coping strategies for 7 age-appropriate challenging situations on visual images.  
|         |                                                 |                                                                         | · Coping strategies reported by children can be clearly clustered into productive & non-productive coping styles.  
· Majority of children can articulate several of the productive coping skills that they can apply across few different challenging situations.  
· Separation anxiety was found to be the most challenging situation for children to apply productive coping skills. |                                                                                 | · Confirmed children are able to describe coping actions.  
· Visual images may be used to engage children in coping discussions & coping-related activities.                                                                                                           |
| Phase III | Frydenberg, E. & Deans (2011)                   | Parents (44 mothers & 22 fathers) & Teachers (4 females) of 46 of 4-year-old preschoolers attending an early learning centre in Melbourne, | · Parents’ & teacher’s survey reports of children’s use of coping strategies.  
· Compared reports to examine cross-informant understandings of child coping.  
|        |                                                 |                                                                         | · Different groupings of early childhood coping dimensions were found between the parents & teachers samples.  
· Mothers reported more passive coping for their children than did the teachers which might be related to the differences in relationship & perspective.  
· Fathers were more likely to rate their children worked hard at solving problems than did the mothers. |                                                                                 | · Extended previous studies by illustrating the differences between parents’ & teachers’ perceptions of children’s coping.  
· Parents & teachers can both contribute to creating environments that support productive coping in children.                                                                                                           |
| Phase IV | 16 parents (6 fathers + 10 mothers) of 4-year-old preschoolers attending an early learning centre in Melbourne, Australia. | · Three sessions were conducted with parents:  
   · Session 1: Coping theory & Parents were given a set of situation cards.  
   · Session 2: Parents were given a set of coping cards.  
   · Session 3: Parents provided feedback on the use of cards with their children. | · Parents used the cards to engage their children in coping discussions.  
   · Parents found it challenging to discuss negative topics/situations with their children.  
   · Parents expressed greater concerns when negative events were brought up.  
   · Children are able to remember & recount events that have affected them deeply. | · Parent has a role in developing children’s coping language.  
   · Parents increased awareness of their own coping.  
   · Possible to increase productive coping in a family context.  
   · Possible to model positive coping for young children.  
   · Scope for expanding preschoolers’ repertoires of emotion words & coping strategies. |