

Social Emotional Teaching Strategies

Module 2

Targeted Social Emotional Supports



Topics

- Identifying the Importance of Teaching Social Emotional Skills: Why, When, What, and How
- Developing Friendship Skills
- Enhancing Emotional Literacy Skills
- Controlling Anger and Impulse
- Problem Solving
- Providing Individualized Instruction

Targeted Social Emotional Supports

- Examine the Inventory of Practices
- Review the practices listed in the Targeted Social Emotional Supports level
- Select your 3 greatest strengths and put a * by them
- Identify the three practices you could improve, mark with a √
- Share 1 strength and 1 area to improve

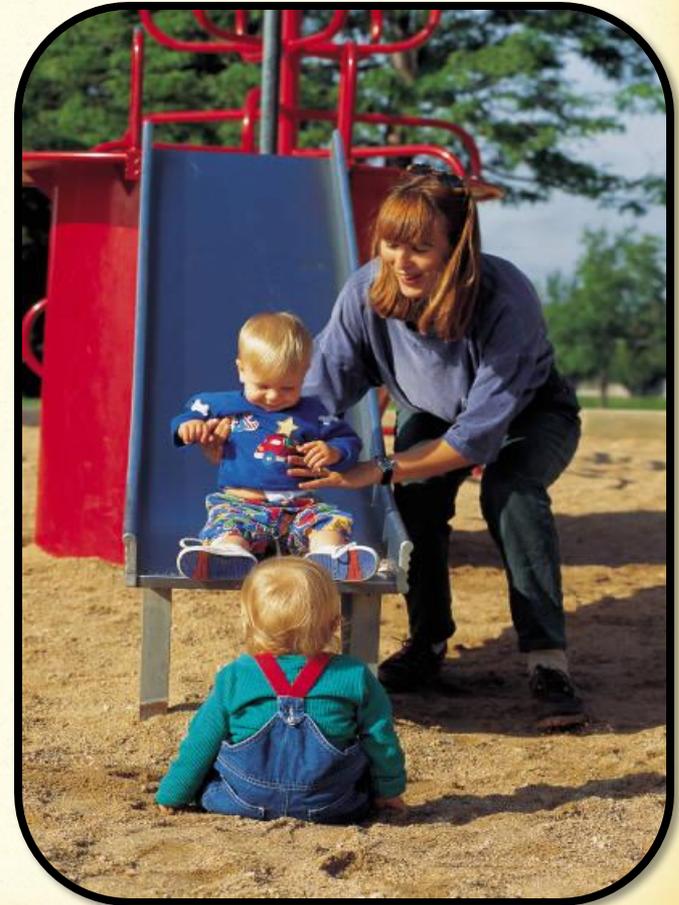
Key Social Emotional Skills Children Need as They Enter School

- Confidence
- Capacity to develop good relationships with peers and adults
- Concentration and persistence on challenging tasks
- Ability to effectively communicate emotions
- Ability to listen to instructions and be attentive
- Ability to solve social problems

What do children do when they don't have each of these skills?

Teach Me What to Do Instead

- Friendship skills
- Following rules, routines and directions
- Identifying feelings in self and others
- Controlling anger and impulse
- Problem solving



If You Want It, Teach It!

“If a child doesn’t know how to read, *we teach.*

If a child doesn’t know how to swim, *we teach.*

If a child doesn’t know how to multiply, *we teach.*

If a child doesn’t know how to drive, *we teach.*

If a child doesn’t know how to behave,

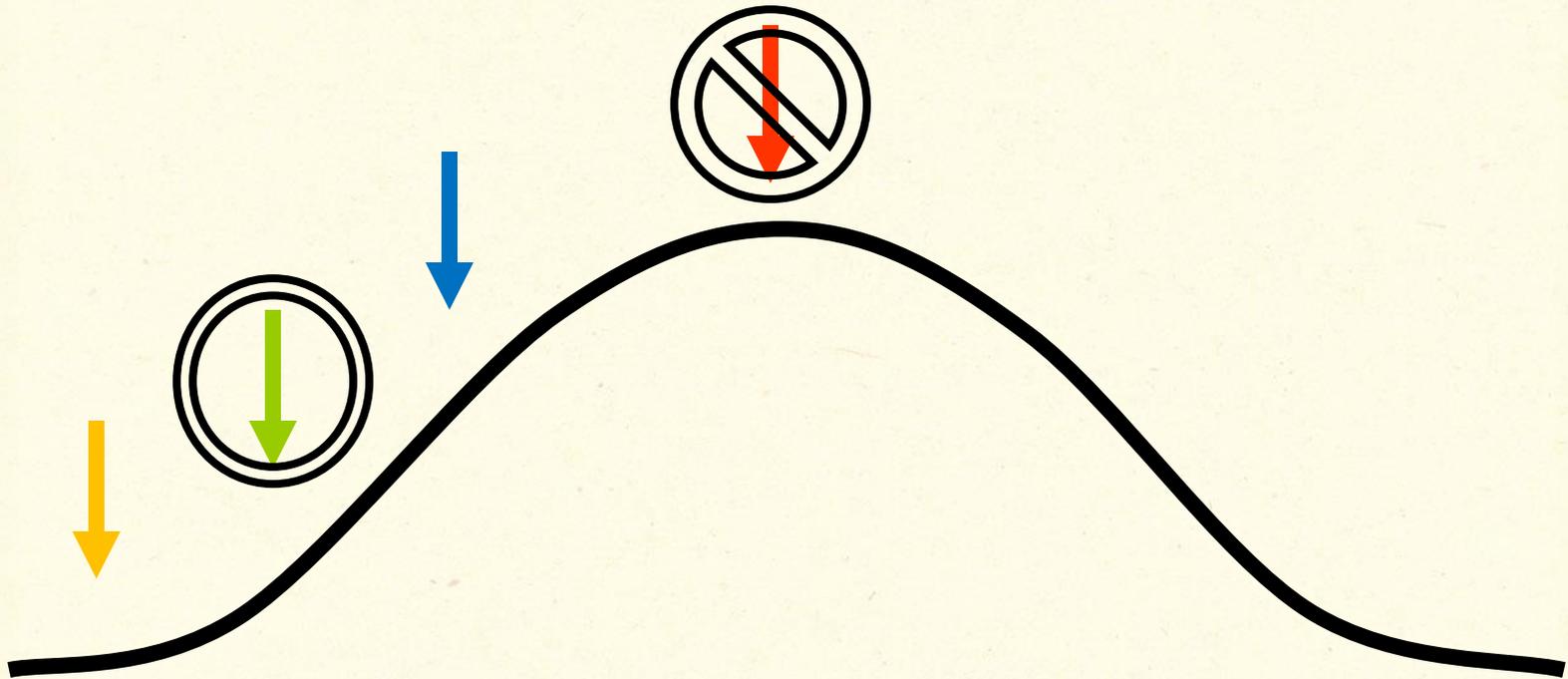
we.....

.....teach?

.....punish?

**Why can’t we finish the last sentence as automatically
as we do the others?”**

Identifying Teachable Moments



Stages of Learning

- **Show and Tell**
 - **Acquisition:** new skill or concept
- **Practice Makes Perfect**
 - **Fluency:** the ability to immediately use the skill or concept without a prompt
- **You Got It!**
 - **Maintenance:** continuing to use the skill or concept over time
 - **Generalization:** applying the skill or concept to new situations, people, activities, ideas, and settings

Acquisition Stage: Show and Tell

- Explain concretely
- Demonstrate
- Link to other ideas or concepts
- Examples and non-examples
- Encourage child when learning
- **Warning! Skill or concept can be easily lost at this stage...encourage, encourage, encourage**

Fluency: Practice Makes Perfect

- Offer multiple opportunities to practice
- Help child link concept or skill to others
- Prompt the child to use the skill or concept in new situations
- Elaborate on the skill or concept

Maintenance and Generalization: You Got it!

- Provide opportunities to use the skill or concept in new situations or with new people
- Provide opportunities within a variety of activities and in new applications
- Comment on the child's ability to maintain the skill and generalize it's use

Promoting the Social Development of All Children

- Teach the whole class
 - Circle time
 - Centers
 - Small group activities
 - Partnering with families
- Target the individual skill instruction needs of each child
 - Embedded instruction
 - Prompting and priming (ounce of prevention)
 - Partnering with families

Individualizing Instruction

- Identify skills to target
- Provide individualized supports and adaptations
- Provide systematic instruction
- Embed instruction within routine and planned activities
- Drive up the number of learning opportunities

Friends

Think about children who are well liked...



What do you notice about their behavior that makes it easier for them to have friends?

Friendship Skills



- Gives suggestions (play organizers)
- Shares toys and other materials
- Takes turns (reciprocity)
- Is helpful (assists)
- Affectionate
- Give compliments
- Understands how and when to give an apology
- Begins to empathize

Let's Discuss What You Saw

- What friendship skills did the little girl have or not have?
- What friendship skills did the first boy with the jacket on have or not have?
- What friendship skills did the second boy with the stripes on his sleeves have or not have?
- What might a teacher do?

**Reciprocity and Lengthy
Encounters are Key**

In Passing...

- We greet
- Smile
- Use the “in-style saying”
 - Cool
 - Hot
 - Fab
 - Tight

Peer Mediated Strategies

LEAP's Social Skills Curriculum

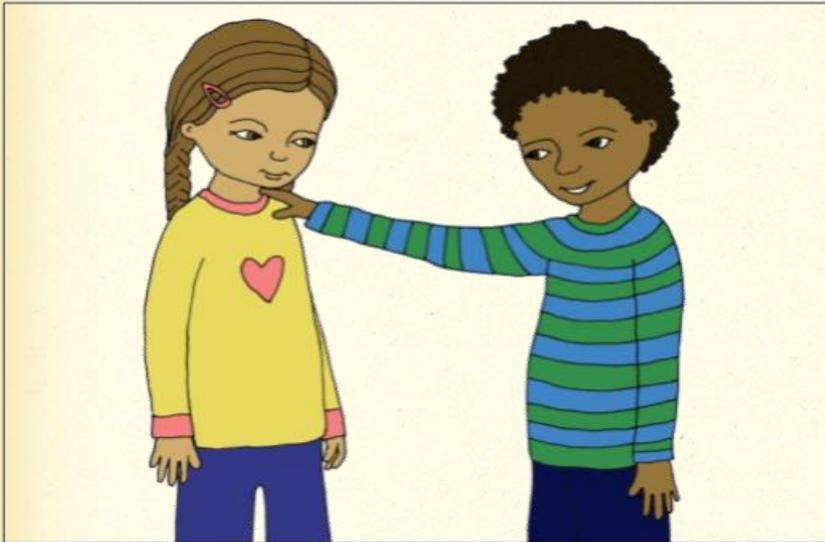
1. Getting your friend's attention
2. Sharing – giving toys
3. Sharing – requesting toys
4. Play Organizer - “You be the mommy.”
5. Giving Compliments – “I like your painting.”

Tips for Promoting Social Interactions

- Arrange materials and classroom environment to promote
- Create opportunities for children to interact and think about how you position children
- Promote looking at each other
- Remind to use names and/or physical contact
- If child gets no response, remind to try and try again
- Remind to “play with your friends”
- Give children words/phrases to say

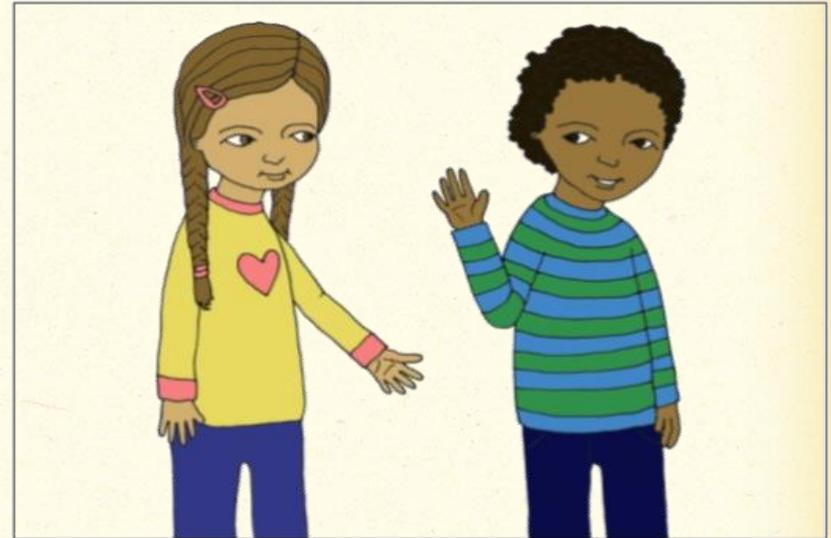
4 Steps of Initiating Play

Step 1



I can tap my friend on the shoulder.

Step 2



I can say "let's play!"

<http://depts.washington.edu/hscenter/>

4 Steps of Initiating Play

Step 3



Step 4



I can gently take a friend
by the hand.

I can give my friend a toy
that I want to share.

<http://depts.washington.edu/hscenter/>

Selecting Skills to Teach: Specific Behaviors that Lead to Friendships

Play Organizers

Sharing

Assisting

Affection

Play Organizers

- Rationale
- Describe skill
 - Get a friend's attention
 - Give a friend a toy
 - Offer suggestions of what to do with toys/materials
- Demonstrate
 - Right way
 - Wrong way
- Practice
- Promote

Setting the Stage for Friendship

- Inclusive setting
- Cooperative use toys
- Embed opportunities
- Social interaction goals and objectives
- Atmosphere of friendship

Strategies/Activities to Teach Friendship Skills

- Adult Modeling
- Modeling with Puppets
- Preparing Peer Partners
- Songs
- Finger-plays
- Partner projects
- Affection Training
- Incidental Teaching
- Prompts
- Priming
- Encouragement
- Use of Games
- Use of Children's Literature
- Social Stories

Sample Lessons to Support Development of Friendship Skills

- Put names in can, children draw name, make something special for a “friend”
- Pair up to plant seeds of friendship and care for together
- Friendship “hands” tree
- Compliment links
- Books about friendships
- My friend autograph book
- “My friend” art (it takes two)
- Music/songs about friends (www.songsforteaching.com)
- Movement partners



Compliments

Head Start Center for Inclusion

- Describe and demonstrate the skill
- Child practices with adult
- Child practices with child
- Encourage and provide feedback

<http://depts.washington.edu/hscenter/teacher-tools#visual>

Head Start
center for
inclusion

PRINT AND GO

member of the class:
giving compliments

When I am proud of my friend's hard work I can give a compliment!
I can give compliments in lots of ways:
Giving compliments makes my friends feel good!

I can give my friend a high five!

I can give my friend a gentle hug!

I can give my friend a thumbs up!

I can say "good job!"

Table Talk:

What Can the Teachers Do?

1. Every day Shelia hits her friends as they enter the room.
2. Zihair tries to interact with his friends during outside play but his peers don't seem to know what he is trying to do.
3. Ms. Sun has taught the children to share by reading them stories and doing "sharing" activities in circle, but children are still not sharing in centers.

Embedding Instruction

- Within all activities
 - To ensure multiple opportunities for meaningful instruction
- Over time
 - To meet the instructional needs at each learning stage (acquisition, fluency, generalization)

Activity: Embedding Friendship Opportunities into Daily Routines and Activities

Arrival	
Circle Time	
Center Time	
Small Group	
Outside	
Snack	
Story Time	
Good-bye Circle	
Transitions	

Table Activity: Targeting Social Emotional Skills Instruction

Reflect on a social skill you see in the video assigned to your group. How might a teacher help children learn this skill?

Develop a lesson plan with your table for teaching the skill to the entire class.

- Rationale
 - Describe skill
 - Demonstrate: Right and wrong way
 - Practice
 - Promote

Emotional Literacy

Emotional literacy is the ability to identify, understand, and express emotions in a healthy way.

What is emotional literacy?

Children with a Strong Foundation in Emotional Literacy:

- tolerate frustration better
- get into fewer fights
- engage in less destructive behavior
- are healthier
- are less lonely
- are less impulsive
- are more focused
- have greater academic achievement



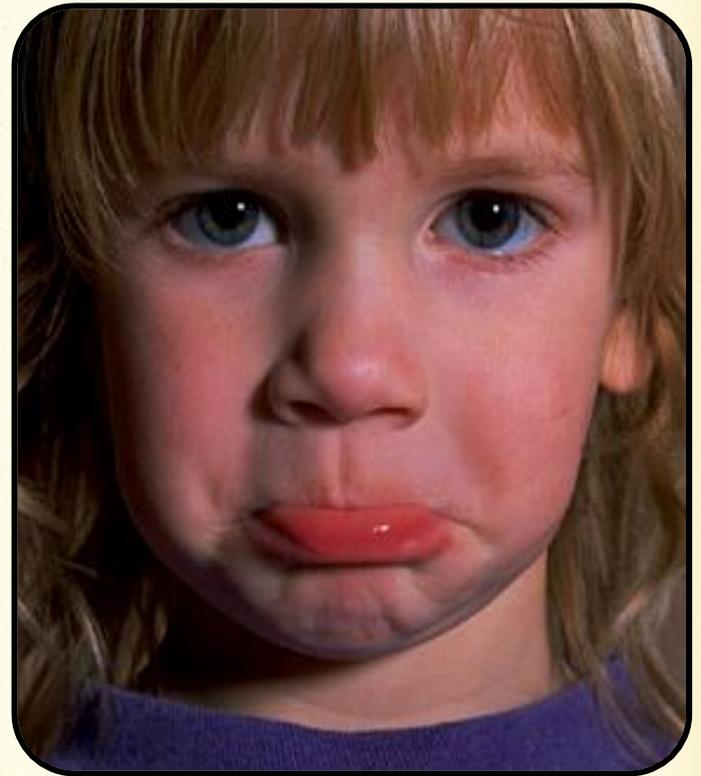
Learning About Our Feelings

- Recognizing and relating with others' feelings
- Recognize anger in oneself and others
- Understanding appropriate ways to express anger
- Learning how to calm down
- Recognizing our feelings and using self-regulation

Enhancing Emotional Literacy

- Direct Teaching
- Indirect Teaching
- Use of Songs and Games
- How would you feel if...?
- Checking In
- Feeling Dice and Feeling Wheel
- Use of Children's Literature

Direct Teaching of Feeling Vocabulary





Happy



Sad



Proud



Embarrassed

English/ Spanish



Loved



Scared



Angry



Frustrated



Lonely



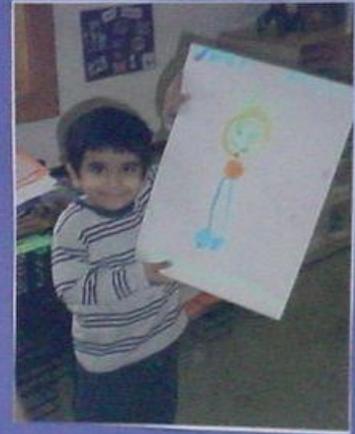
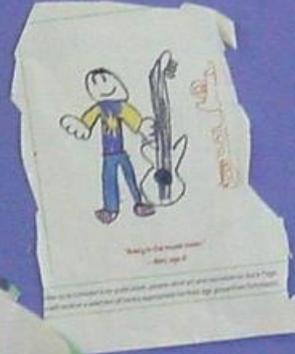
Nervous

Classroom Example

MIRROR →



I feel PROUD



Indirect Teaching



Provide emotional labels as children experience various affective states -
“Tamika and Tanya seem really happy to be playing together! They keep hugging each other!”

Sample Song

To the tune of “Row Row Row Your Boat”

- Happy, happy smiling faces, look at my big grin. I am happy, see my face, making a big grin.
- Sad, sad frowning faces, look at me boo hoo. I am sad, see my face, crying big boo hoos.
- Surprise, surprise is my face, eyes are open wide. I’m surprised, see my face, eyes and mouth open wide.
- Nervous, nervous is my face; eyebrows and teeth are tight; I am nervous, me oh my, tying with all my might.
- Proud, proud is my face, shoulders and smiles are big; I am proud, standing tall, smiling really big.

Sample Song

If you are happy and you know it...add new verses to teach feelings

- If you're **sad** and you know it, cry a tear...
“boo hoo”
- If you're **mad** and you know it, use your words
“I'm mad”
- If you're **scared** and you know it ask for help,
“help me”
- If you're **happy** and you know it, hug a friend
- If you're **tired** and you know it, give a yawn.

Sample Game

How does your
face look when you
feel proud?

What makes you
feel proud?



Sample Game



Triste



Alegre



Frustrado

Make a _____ face.

Sample Game

Bingo



Loved



Happy



Sad



Happy



Loved



Proud



Proud



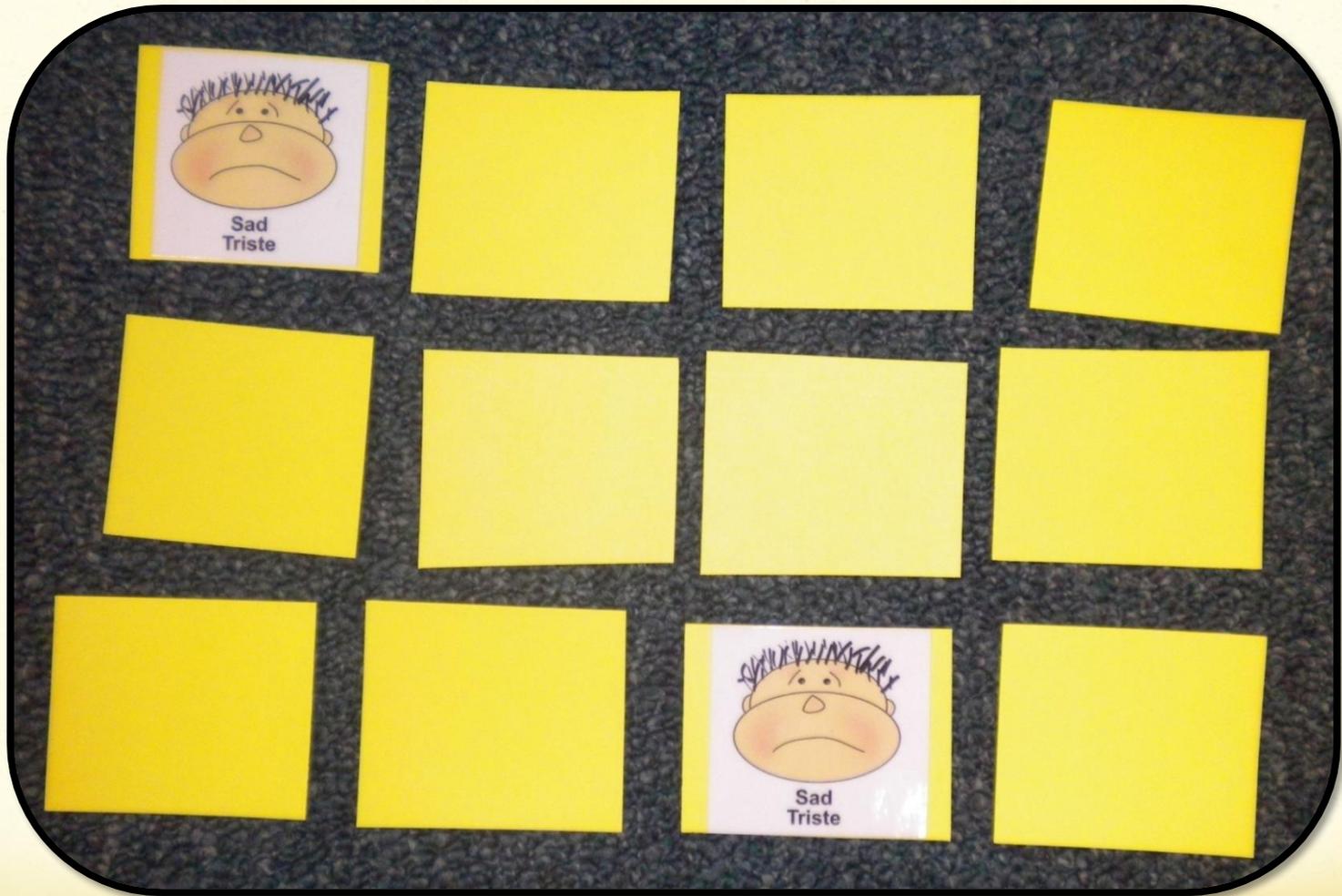
Sad



Loved

Feelings Activity Within Centers

Memory and/or Match Game



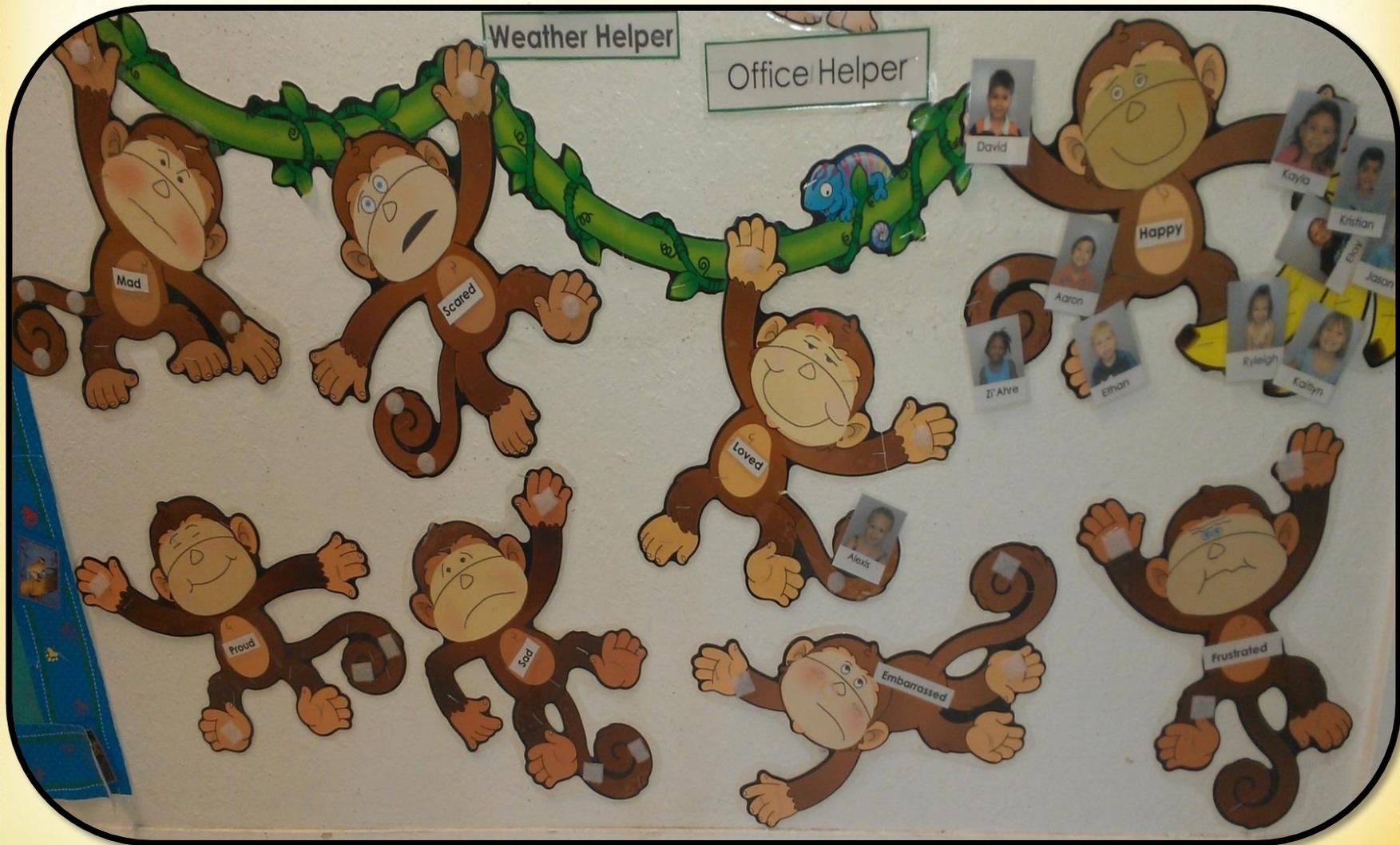
Checking In

Teachers and children can “check in” each morning by choosing a feeling face that best describes their affective state and putting it next to their name.

Children can be encouraged to change their feeling faces throughout the day as their feelings change.



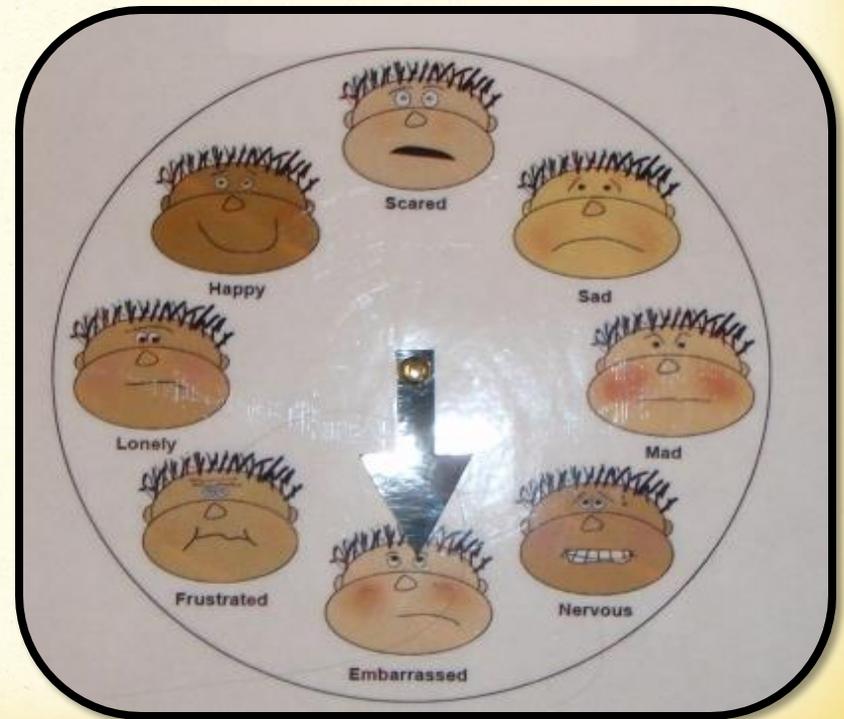
Checking In



Feeling Wheels & Feeling Dice

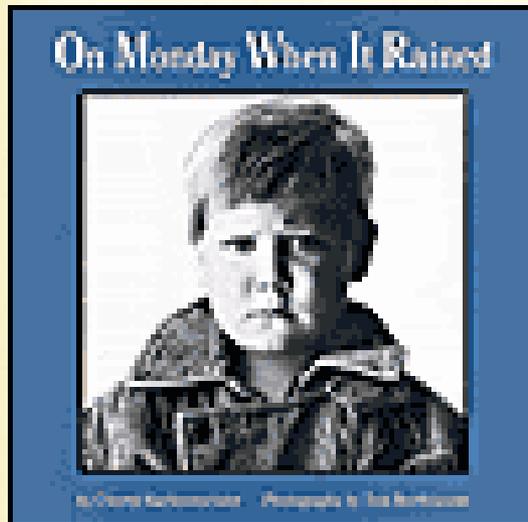


Feeling Wheel

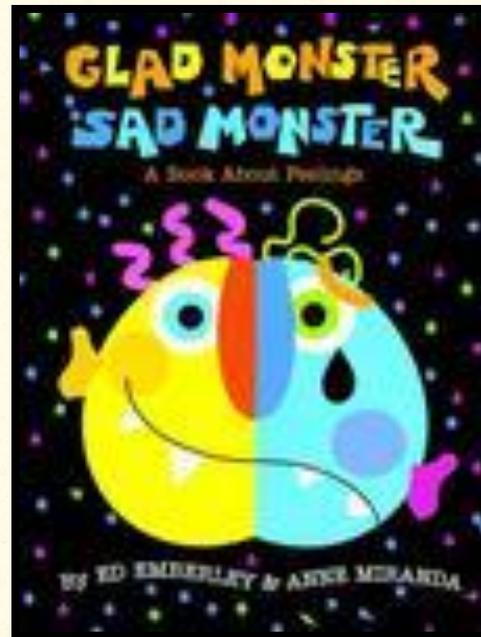


Book Nooks

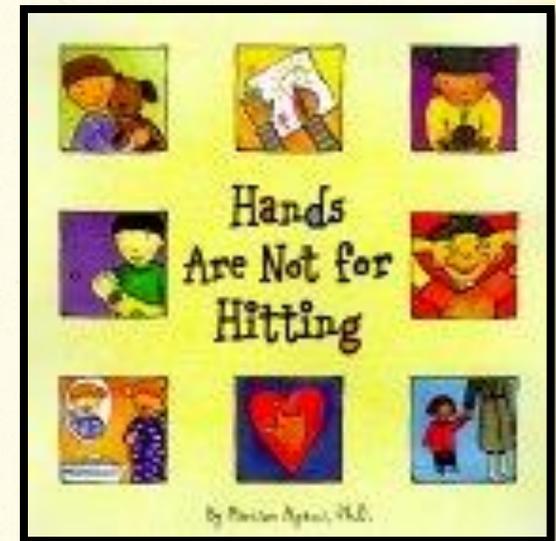
***On Monday
When
it Rained***



***Glad Monster
Sad Monster***



***Hands Are Not
for Hitting***



<http://csefel.vanderbilt.edu/resources/strategies.html>



Book Example

On Monday When it Rained

by Cherryl Kachenmeister



Proud

Disappointed

Embarrassed

Proud

Scared

Angry

Excited

Lonely

On Monday When It Rained

Book Nook Activity Example

“I feel excited when I get to go to my friend Coby’s house to play.”

“I feel upset when my mommy didn’t get me anything.”





Question of the Day

How would you feel if you lost your teddy bear?

worried



YANJUN

sad



Pearl

LILY

JOCELYN

BRENT

KEVIN

TREY

LOGAN

EMMY

bored



DANI

Noah

RETAL

IMERY

BRENNAN

SAFWAN

JANAYAH

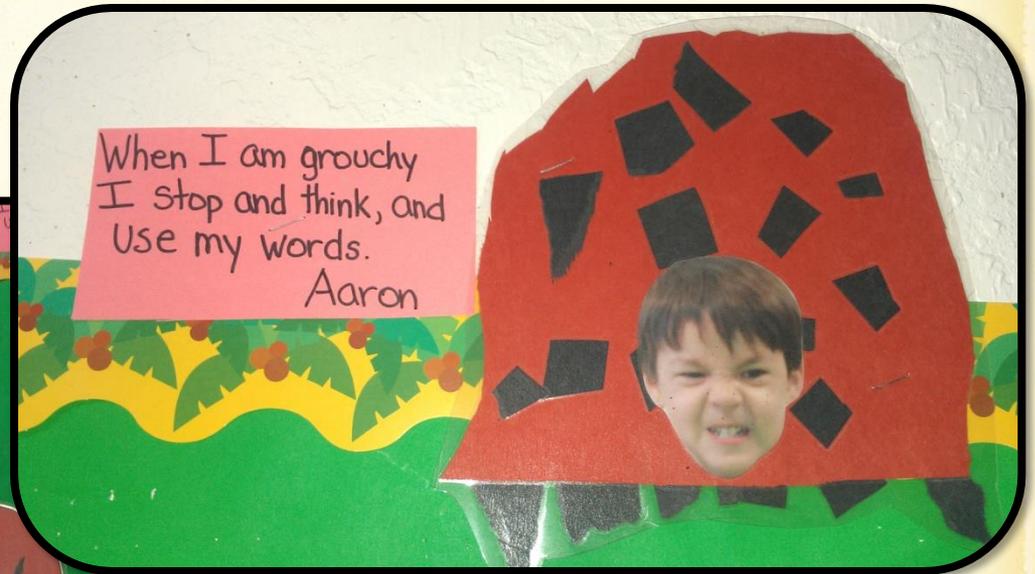
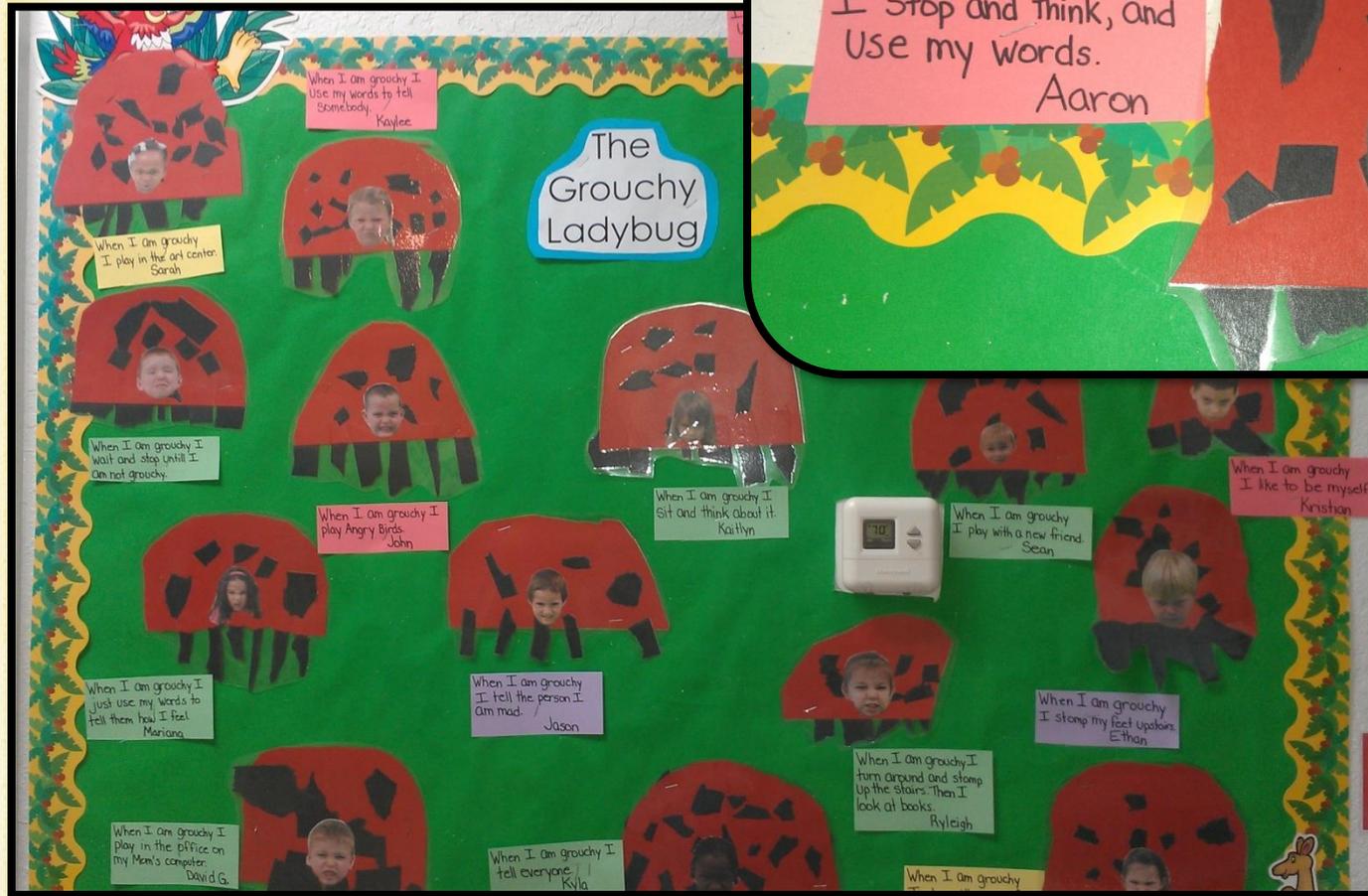
angry



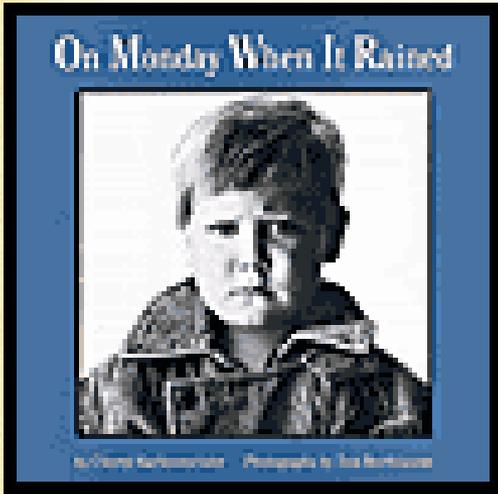
Alex

MARIAH

Grouchy Ladybug



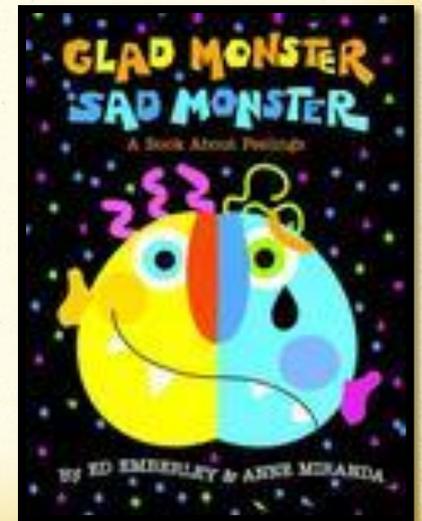
Children's Literature



With a partner:

1) Read the book

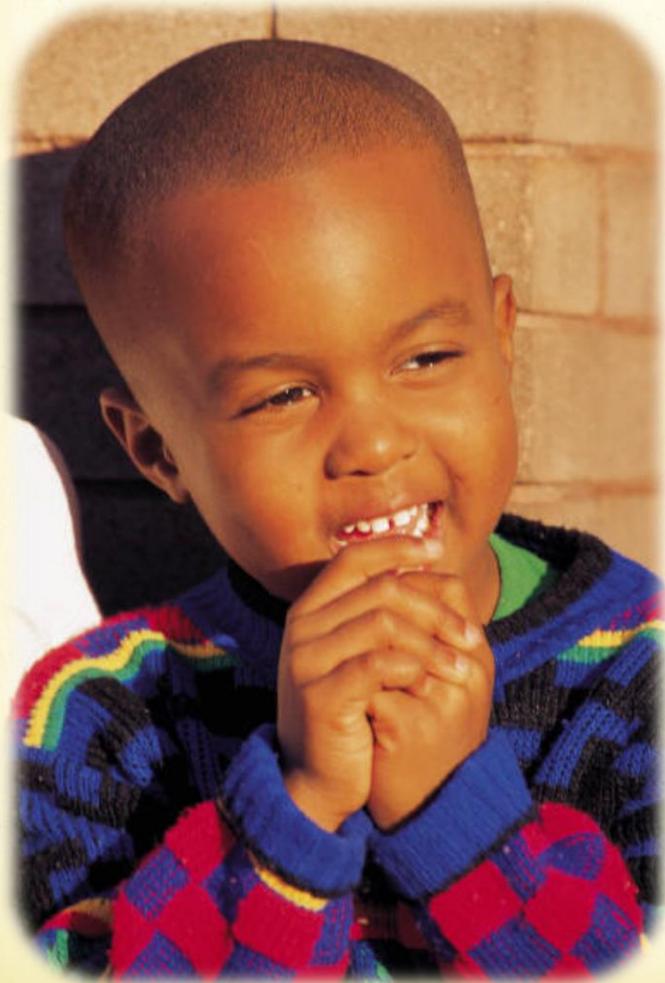
2) Answer the questions
on handout 2.5



Characteristics of Classrooms That Foster Emotional Literacy

- Books about feelings are read and are available in the story center.
- Photos of people with various emotional expressions are displayed.
- Teachers label their own feelings.
- Teachers notice and label children's feelings.
- Activities are planned to teach and reinforce emotional literacy.
- Children are reinforced for using feeling words.
- Efforts *occur daily*.

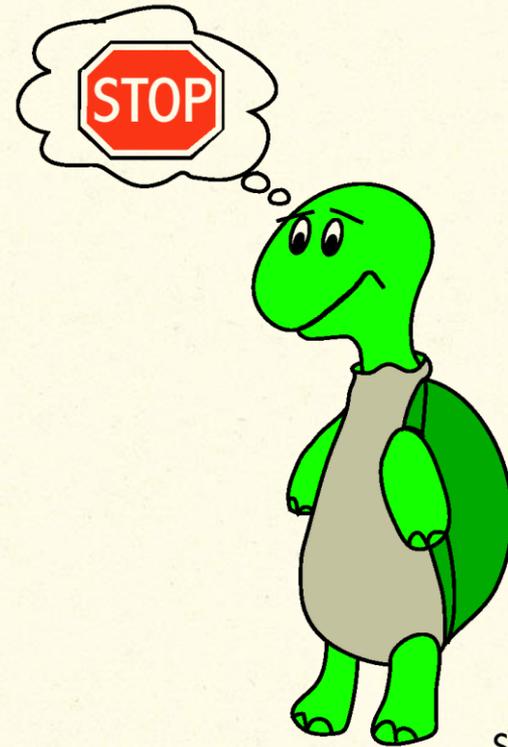
Key Concepts with Feelings



- Feelings change
- You can have more than one feeling about something
- You can feel differently than someone else about the same thing
- All feelings are valid – it is what you do with them that counts

Controlling Anger and Impulse

- Recognizing that anger can interfere with problem solving
- Learning how to recognize anger in oneself and others
- Learning how to calm down
- Understanding appropriate ways to express anger

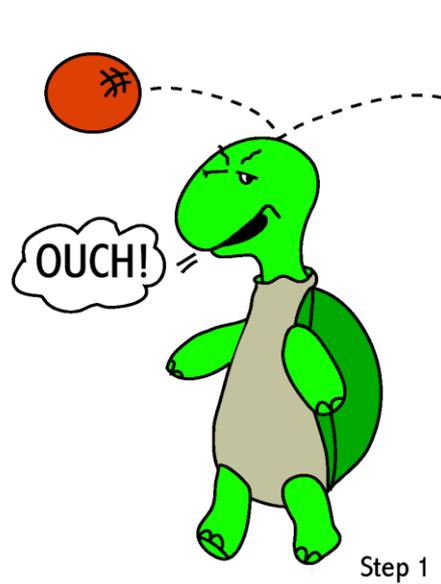


Step 2

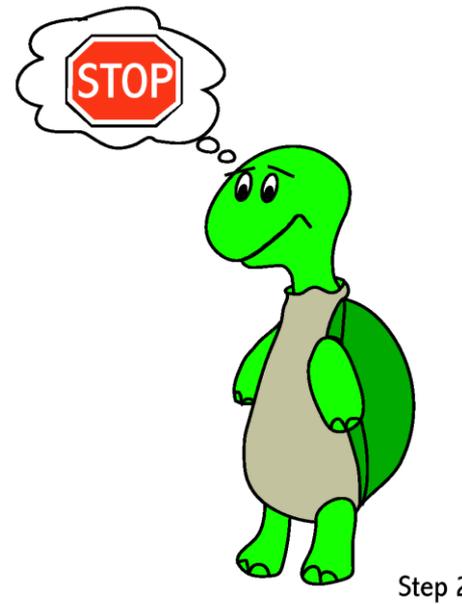


Turtle Technique

**Recognize
that you
feel angry.**



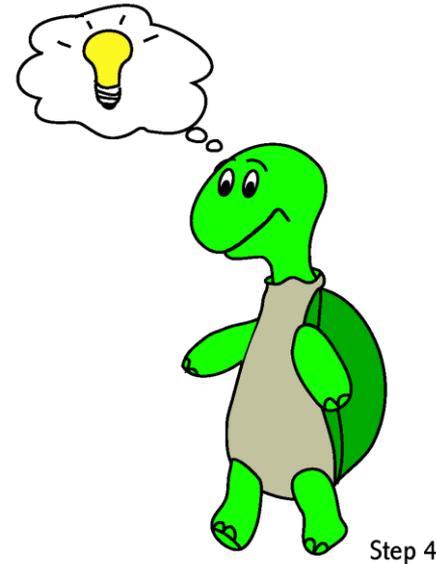
**“Think”
Stop.**



**Go into shell.
Take 3 deep
breaths. And
think calm,
coping
thoughts.**

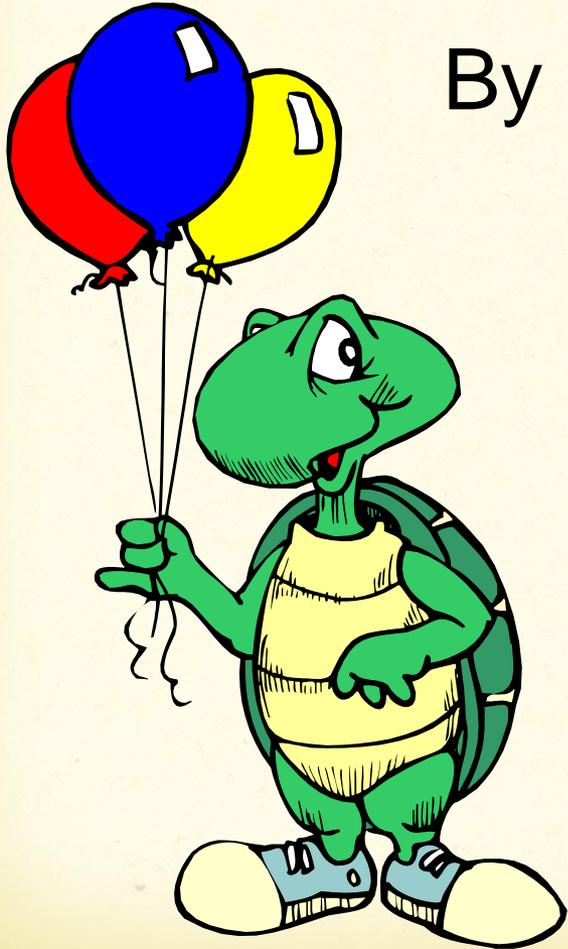


**Come out
of shell
when calm
and think
of a
solution.**



A scripted story to assist with teaching the “Turtle Technique”

By Rochelle Lentini
March 2005



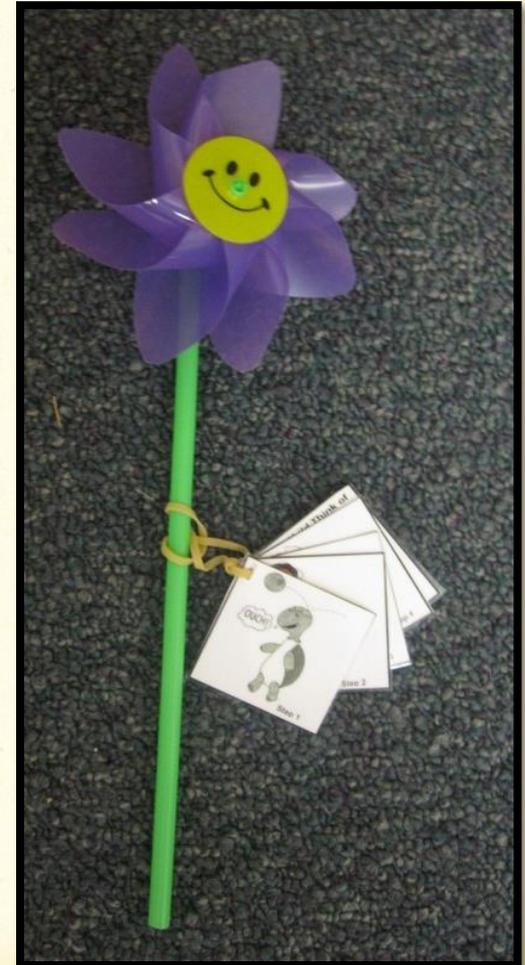
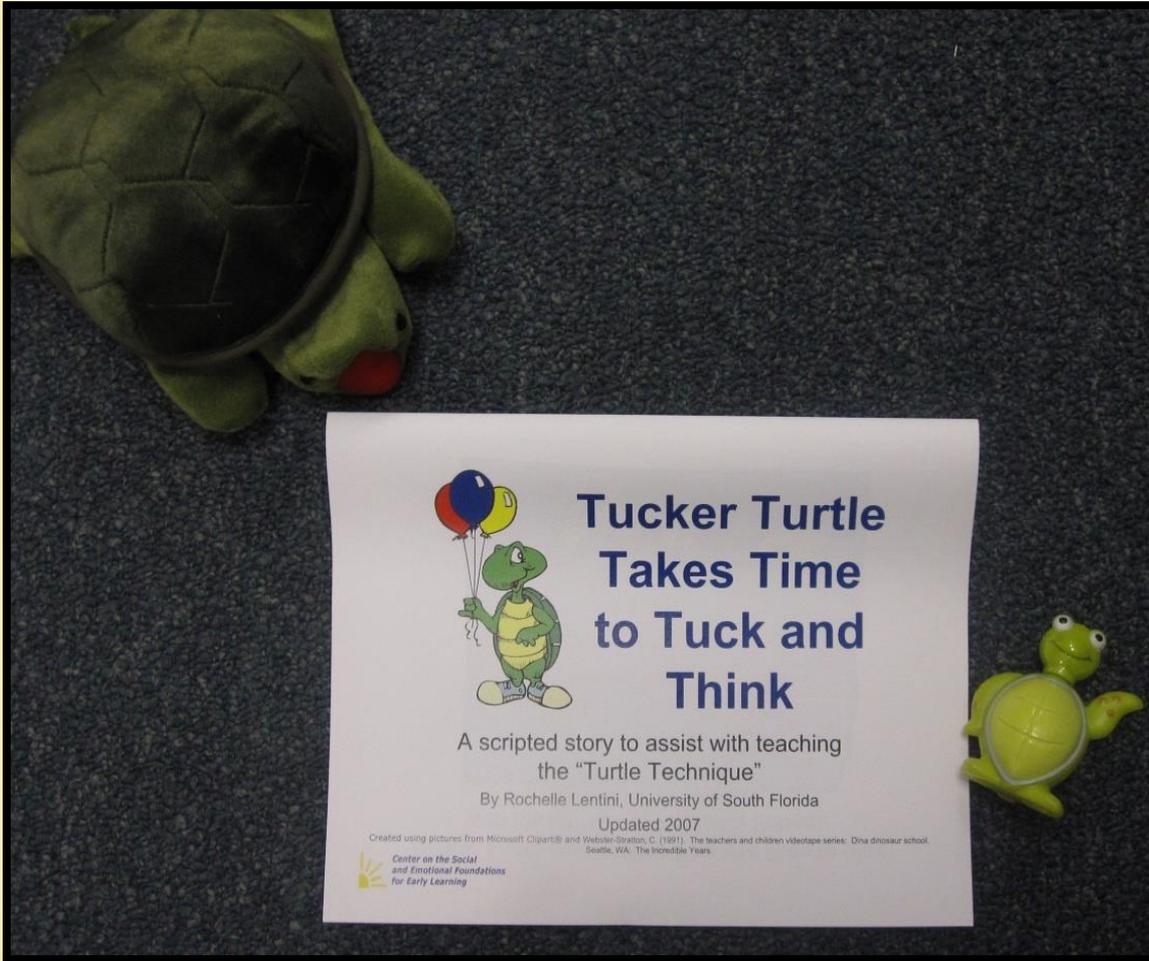
Tucker Turtle
Takes Time to
Tuck and Think

Teaching Tucker the Turtle:



Videos 2.16, 2.17, 2.18

Scripted Story with Props



Teach and Practice How Tucker Breathes



FIRST
Tucker Turtle
knows how to



THEN
smell flowers



& blow pinwheel



The Tucker Turtle Finger Play!

To the tune of: *Where is Thumbkin?*

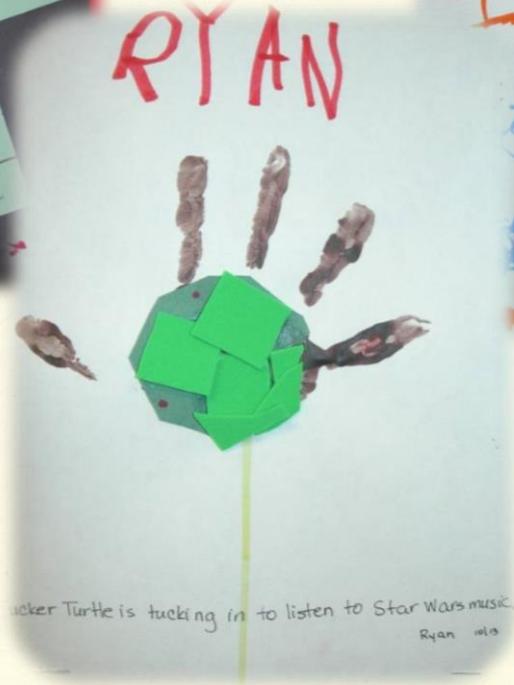
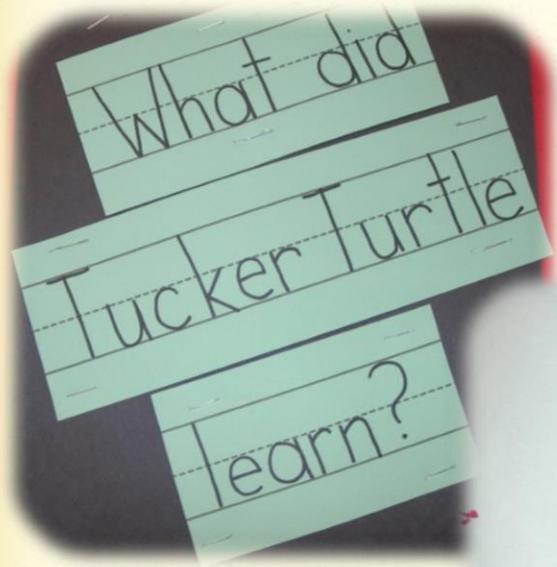
Tucker Turtle, Tucker Turtle,
He's our friend. He's our friend.
When he gets angry or
frustrated,
He tucks in, tucks in.

Tucker Turtle, Tucker Turtle,
He tucks in, he tucks in.
Then takes 3 breaths; then
takes 3 breaths.
To think, think, think. Think,
think, think.

Tucker Turtle, Tucker Turtle,
Think, think, thinks; think, think,
thinks.

He knows a better way. He
knows a better way;
That Tucker can play and what
to say.

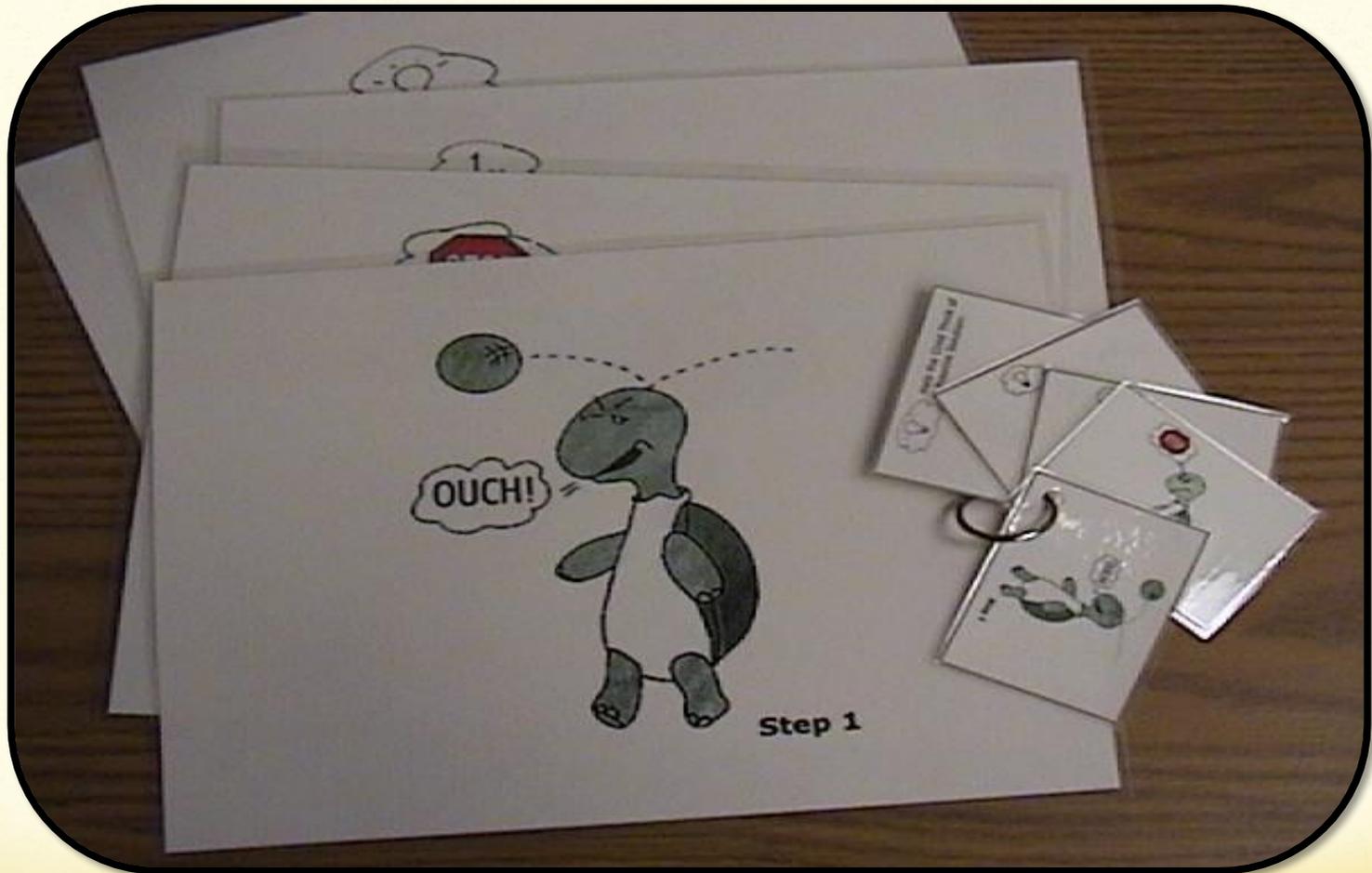
Reflecting in Small Group



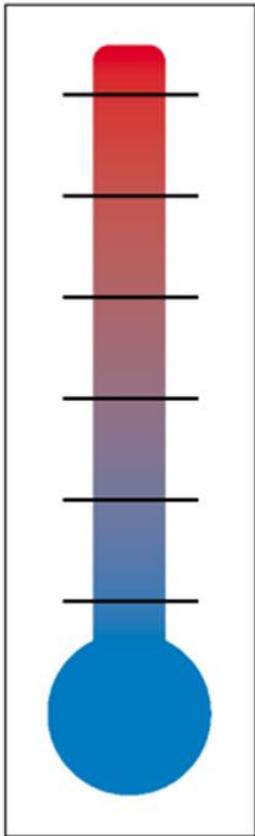
“Tucker learned to calm down and take turns and find another way.”

“Tucker Turtle is tucking in to listen to Star Wars music.”

How Would You Use the Turtle Technique within Daily Lessons?



Relaxation Thermometer



Mad

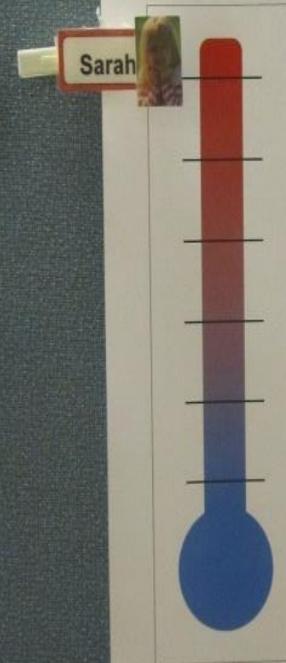
Take 3
deep breaths
1...2...3



Relaxed / relajado

Adapted from Incredible Years Dinosaur School

Relaxation Thermometer



Mad

Take 3
deep breaths
1...2...3



Relaxed / relajado

Adapted from Incredible Years Dinosaur School



Adam



Noah

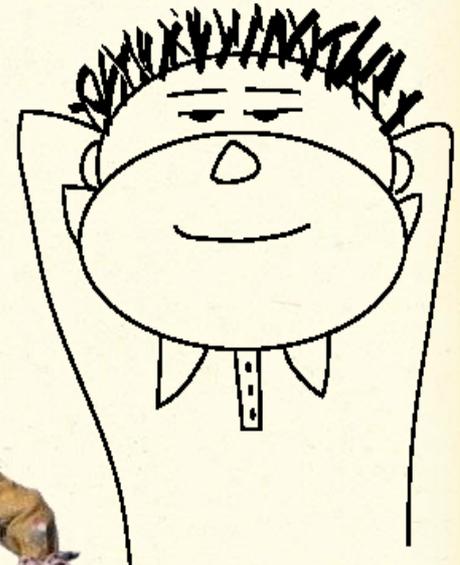


Sarah

Practice Until Children Understand



Tense/Stressed



Relaxed

Puppet: Tense and Relaxed



Problem Solving

- Learning problem solving steps
- Thinking of alternative solutions
- Learning that solutions have consequences
- Learning to evaluate solutions - Is it safe? Is it fair? Good feelings?
- What to do when a solution doesn't work

Problem Solving Steps

Step 1

What is the problem?



Step 2

Think, think, think of some solutions.



Step 3

What would happen if we tried each solution?
Would it be safe? Would it be fair?
How would everyone feel?



Step 4

Give the solution a try!



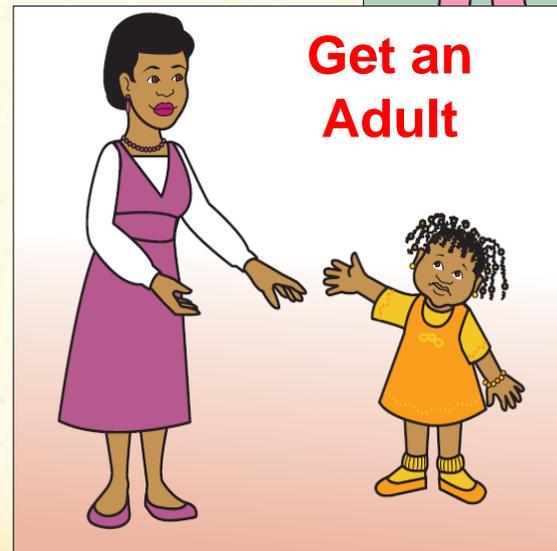
Would it be safe?

Would it be fair?

How would everyone feel?

Help the Child Think of a Possible Solution:

- Get an adult
- Ask nicely
- Ignore
- Play
- Say, “Please stop.”
- Say, “Please.”
- Share
- Trade toys/item
- Wait and take turns



Problem-Solving Activities

- Problematize everything
 - “We have 6 kids at the snack table and only one apple. We have a problem. Does anyone have a solution?”
- Play “What would you do if...?”
- Children make their own “solution kits”
- Children offer solutions to problems that occur in children’s stories

Supporting Young Children with Problem-Solving in the Moment

Anticipate problems

Seek proximity

Support

Encourage

Promote

When Children Lack Key Social Emotional Skills

- Individually teach children who are missing social emotional skills
- Target the skills that are most important
- Increase learning opportunities to teach and practice

Individualizing Instruction

- Identify skills to target
- Provide individualized supports, systematic instruction, and opportunities for practice
- Monitor progress

Identifying Skills to Target

- What skills does the child have now?
- What skills does the child need?
- How will you help the child move from where he is now to where he needs to be?

Potential Instructional Strategies

- Peer-Mediated Strategies
- Mand-Model
- Least-to-Most Prompting
- Most-to-Least Prompting

Peer Mediated Strategies

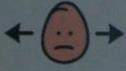
Peer Buddies (Joseph & Strain)

- Recruit peers to serve as buddies.
- Give the peer directions as to how long they need to stay with their buddy.
- Give clear directions about what the buddies are supposed to do together.
- Monitor and support buddies.
- Always have 2 peers for every one child with a disability to ensure more engaging play ideas.
- Prevent “buddy burnout.”
- Praise and encourage involvement.

Sample Buddy System

Buddy Table



1. Get a friend's attention 
2. Ask a friend to play 
3. If the friend says "yes" go play together! 
4. If the friend says "no thanks" find another friend 



Photos used with permission of Head Start Center for Inclusion

www.headstartinclusion.org

Mand-Model

- Teacher arranges the environment in a way that will gain the child's interest (e.g., begin playing with a toy to capture the child's attention)
- When the child expresses interest, you mand (i.e., verbally instruct) the child to respond (e.g., "Tell me what you want.")
- If the child responds correctly, you provide the toy or referent.
- If the child does not give you the response, you model what you want the child to say (e.g., "Parker say, I want to play with the train.")
- When the child says the response, you provide the toy or object and expand on what the child said (e.g., "You said I want to play with the train. Parker wants to play with the train and push it on the track.")

Least to Most Prompting

This method involves providing the least amount of assistance to the child to support the use of the skill.

- Expect the child to use the skill under natural conditions
- If child does not use the skill, give verbal or physical prompt
- If child does not respond to the prompt, guide the child to do the skill using full assistance or verbalize the desired words for the child.

Most to Least Prompting

This method involves providing full assistance and then gradually pulling back on the amount of assistance that is needed. This is often used for skills that are completely new to a child (e.g., putting toy on the shelf).

- Give child full assistance
- Use a point and verbal direction to give child reminder of what to do
- Use only a verbal direction

Pulling it Together: Planning Instruction



Failing to plan is planning to fail.

-Benjamin Franklin

Steps to Teaching

1. **Identify the skill** you want to teach.
2. **Show and Tell** the skill – teach and model during large group, small group and provide individualized instruction for children who need it.
3. Create opportunities so that **Practice Makes Perfect** – role play, prompt children through interaction (scaffold play), embed instruction, prompt, and elaborate on the skill.
4. **You Got It!: Encourage** the behavior in generalized situations – use positive descriptive feedback to comment on children engaging in the behavior and involve children in **reflecting** on skills.

Activity Skills Matrix

Class: Cheryl's

Week: 1/22-1/27

Routine	Child: Amy	Child: Zane	Child: Tyler
Arrival/ Table time	Checks in with feeling chart	Says Hello to peers	Invites peer to play
Circle time	Identifies emotions in self	Greets peer during Good Morning song	
Free Choice	Stays with peer for 5 min	Chooses a friend to play with	Invite peers to play
Snack		Choose a friend to sit next to	Offers to help others
Outside	Stays with peer for 5 min.	Chooses a friend to play with	Invites peers to play

Table Activity

- After watching the next series of videos you will identify a social emotional skill that might be taught to the child.
- Once you identify the skill to teach, discuss how the skill can be systematically taught within multiple activities.
- Use the activity skills matrix to identify when you can embed instruction



Activity

- Discuss your video/child with tablemates
- Select the social emotional skill you want to target for instruction
- Select a prompting approach that will be used (e.g., most-to-least, least-to-most, mand-model, peer-mediated).
- Identify the activities for embedded learning opportunities and complete an activity skill matrix
- Be prepared to share back with the group



An Ounce of Prevention

- Individualize instruction based on children's developmental needs
- Scan environment for opportunities to support children who have targeted needs or are at-risk of challenging behavior
- Check in with children who struggle to make sure they understand the activity and expectations
- Pre-empt challenging behavior by prompting appropriate social skill or reminding child of expectations

Power it Up!: Partnering with Families

- Provide families with materials and information for teaching social emotional skills
- Host events in the classroom where families can see and learn how to teach social emotional skills
- Send “homework” assignments with child that help families guide the child
- Partner with families to teach individual children targeted social emotional skills

Power it Up!: Partnering with Families

Homework

Send this home for families to do with their child!

Name: _____



Buddy work out.

Tell your child that you have work to do, but it is easier to do work if you have a buddy. Ask your child to be your work buddy. Then, pick a simple task to do together. Examples are: put clean laundry in basket, throw dirty clothes in washer, dust shelves, water plants, pick up trash in yard, polish table, etc.

We did it! It was (circle one):



Great



O.K.



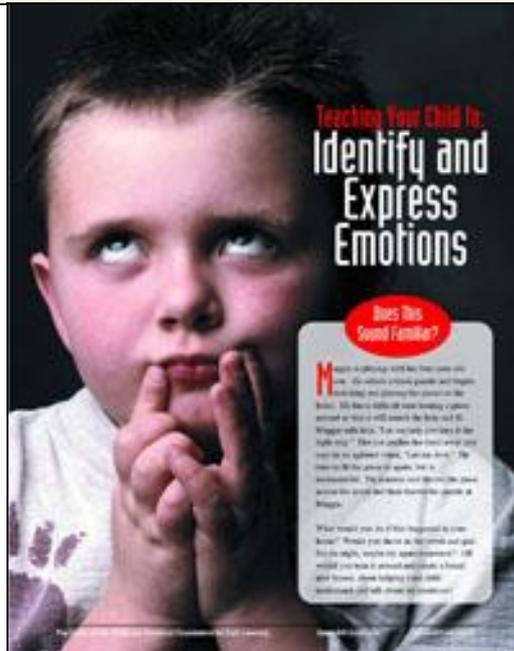
Hard to Do

Pyramid Challenge

Please color in a heart each time you complete a challenge

Be Responsible

Put your clothes in the laundry



Supporting Development of Friendship Skills

A resource to help families support their children at home

Before Play

- Arrange for your child to play with 1 or 2 other children.
- Try to pick a play partner who has good play skills.
- Provide enough toys or materials to prevent the likelihood of sharing problems.
- Prepare your child for the playtime by talking about how to be "a good friend." To make it fun, you can play "what would you do if ___" games with your child to talk about things that might happen and what your child can do.



During Play

- Stay nearby so that you can help the children interact or come up with play ideas.
- Keep playtimes short until your child is able to play well without supervision.
- Remind the children to use their words when negotiating.
- Help your child see the other child's perspective.

After Play

- Make sure your child knows all of the things that he or she did well during the playtime (deposits/positive comments/encouragement). Let him/her know how he/she was "a good friend." Be specific. For example, say, "You were being a good friend when you offered to help your friend with the puzzle."
- Ask your child if they enjoyed playing and follow his/her lead in describing what happened during playtime.
- If the playtime went well, set another time for the children to get together again.
- If the playtime did not go well, talk to your child about some things he/she could do to make the next playtime better and review these before the next play session.

Backpack Connection



Backpack Connection Series

About this Series

The Backpack Connection Series was created by TACSEI to provide a way for teachers and parents/caregivers to work together to help young children develop social emotional skills and reduce challenging behavior. Teachers may choose to send a handout home in each child's backpack when a new strategy or skill is introduced to the class. Each Backpack Connection handout provides information that helps parents stay informed about what their child is learning at school and specific ideas on how to use the strategy or skill at home.

The Pyramid Model

The Pyramid Model is a framework that provides programs with guidance on how to promote social emotional competence in all children and design effective interventions that support young children who might have persistent challenging behavior. It also provides practices to ensure that children with social emotional delays receive intentional teaching. Programs that implement the Pyramid Model are eager to work together with families to meet every child's individualized learning and support needs. To learn more about the Pyramid Model, please visit challengingbehavior.org.

More Information

For more information about this topic, visit TACSEI's website at challengingbehavior.org and type "get attention" in the Search Box in the upper-right corner of the screen.

This publication was produced by the Technical Assistance Center on Social Emotional Intervention (TACSEI) for Young Children funded by the Office of Special Education Programs, U.S. Department of Education (#1236807002). The views expressed do not necessarily represent the positions or policies of the Department of Education, May 2012.

How to Teach Your Child Appropriately Get Your Attention

It is difficult to have a conversation with someone if they have their attention—this is true for both children and adults. The ability to successfully capture someone's attention is a social skill and provides the foundation for future social settings and relationships.

Children use a variety of ways to get attention and will use techniques they find most effective, such as yelling. For example, think about a child who wants to get Mommy's attention when she is on the phone. He knows that if he continues to yell, she will pause her phone conversation and ask what is needed. When she asks what he needs, he will continue to yell and whine until she responds. You can teach your child to get your attention (such as tapping you on the shoulder) when you take the time at home to be at school, you reinforce these positive skills and create an environment that will help to reduce challenging behaviors.

Try This at Home

- Model the behavior you are teaching and do it often! If you need your child's attention, tap her on the shoulder, move to her eye level and begin your communication from there!
- Practice, practice, practice! Play with this new skill. Practice with both parents, siblings and friends. Your child can teach her grandparent or teddy bear how to tap on someone's shoulder to get their attention.
- Remind your child of your expectation. If you are on the computer and she whines or begins to cry for attention, remind her, "It looks like you need something. I will respond if you tap on my shoulder and ask me."
- Celebrate when your child displays this new skill. "Wow, you tapped me on the shoulder because you wanted some milk. I am super happy to get you some. What a great way to get my attention!"



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More Information

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How to Help Your Child Understand and Label Emotions

You can help your child expand her emotional literacy by teaching her words for different feelings she knows and understands these words you can help her to label her own feelings and the feelings of others. For example, do you remember a time when your child had a meltdown at the grocery store or other public place? You tried soothing your child by telling her to "calm down" but she felt confused and unsure of what to do next and continued the tantrum. Next time you can better understand and deal with the emotions she is feeling. "You look sad and disappointed. Sometimes I feel sad too. Do you feel better?" Teaching your child about her emotions and how to label them can help her experience and prevent challenging behavior from occurring.

Try This at Home

- Simply state how your child is feeling. "You look sad and your mouth is open."
- State how others are feeling. "Wow, that little girl is making fists with his hands. I wonder why?"
- State how you are feeling. "I am really frustrated. I'm going to take a break and come up with some ideas."
- Use books as teaching tools. There is a huge selection of books on emotional literacy. Visit <http://csefel.vanderbilt.edu> where you will find a book list, book activities and more information on emotional literacy.

Practice at School

Talk with your child's teacher to see how they are teaching your child about emotions at school. Many emotions are seen and experienced at school. With adult help, children are taught how emotions look and feel on our bodies. Through books and real experiences, teachers show that a child looks sad because he is crying or mad because his fists are tight. As children begin to recognize what emotions look like, they can begin to manage their own emotions and show empathy toward others.

USE www.challengingbehavior.org

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More Information

For more information about this topic or to see samples of visual schedules, visit TACSEI's website and type "visual schedule" in the Search Box located in the upper-right hand corner of the screen.

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How to Use Visual Schedules to Help Your Child Understand Expectations

Allyson Jiron, Brooke Brogle & Jill Giacomini

Adults often use calendars, grocery lists, and "to do" lists to help complete tasks and enhance memory. Children as young as 12 months can also benefit from these kinds of tools and reminders. Often, children do not respond to adult requests because they don't actually understand what is expected of them. When a child doesn't understand what they are supposed to do and an adult expects to see action, the result is often challenging behavior such as tantrums, crying or aggressive behavior. A child is more likely to be successful when they are told specifically what they should do rather than what they should not do. A visual (photographs, pictures, charts, etc.) can help to communicate expectations to young children and avoid challenging behavior. Unlike verbal instructions, a visual provides the child with a symbol that helps them to see and understand words, ideas, and expectations. Perhaps best of all, a visual schedule keeps the focus on the task at hand and negotiation about tasks is not provided as an option.

Visual schedules (activity steps through pictures) can be used at home to teach routines such as getting ready for school. These types of schedules teach children what is expected of them and reminds them what they should be doing.

When you create a visual schedule, the child should be able to use the schedule to answer the following questions: (1) What am I supposed to be doing? (2) How do I know that I am making progress? (3) How do I know when I am done? (4) What will happen next?

Try This at Home

- Include your child in the creation of the visual schedule as much as possible. Let your child draw the pictures or take photos of your child doing the activity. Children LOVE seeing themselves in photos. You can also ask your child's teacher for help with creating a visual schedule.
- Remember! Following a visual schedule is a skill that children need to learn. You can teach your child how to do this by referring to the schedule often.
- Allow your child to remove the photo of an activity once the activity is done. We all love checking things off our list!
- Choose a difficult time of day (i.e. getting ready for school, bedtime, etc.) to begin. Once it becomes routine, you can easily expand the visual schedule to include your entire day.

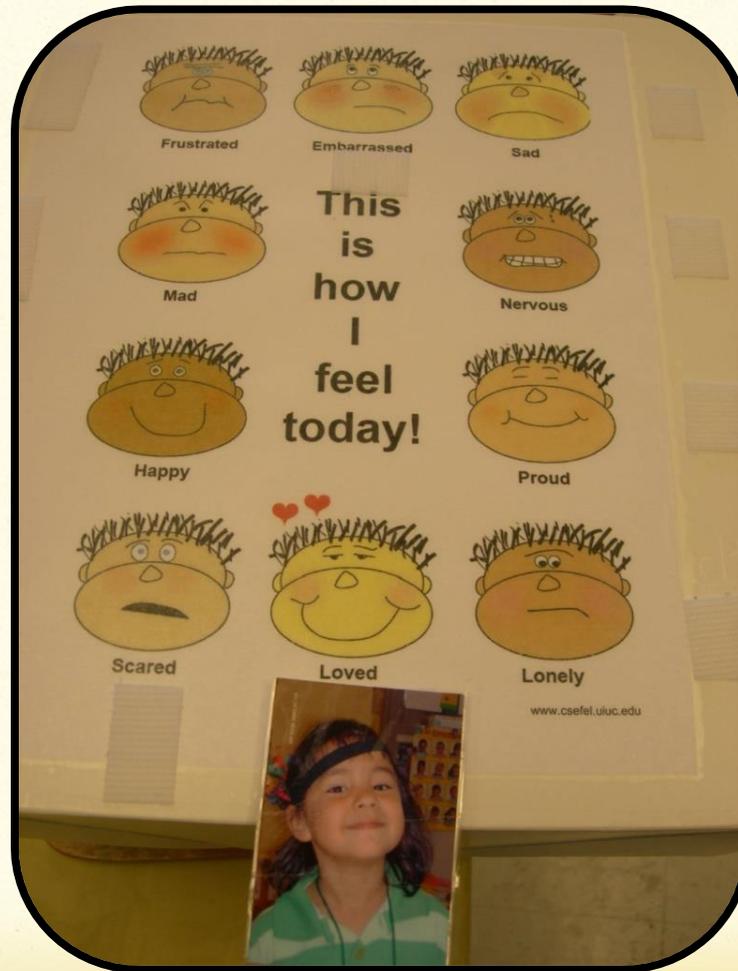
The Bottom Line

Visual schedules can bring you and your child closer together, reduce power struggles and give your child confidence and a sense of control. Visual schedules greatly limit the amount of "no's" and behavior corrections you need to give throughout the day, since your child can better predict what should happen next.

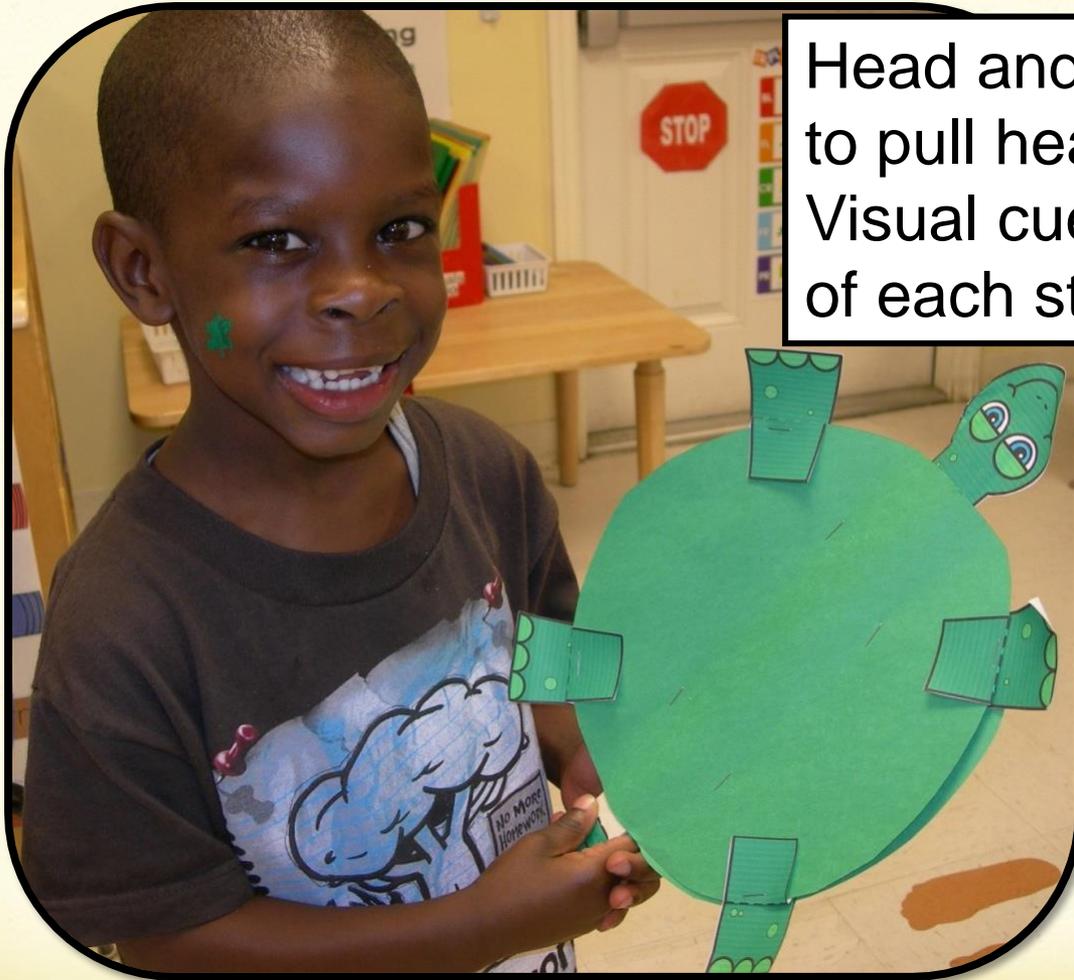
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Partnering with Families: Feelings Chart Goes Home

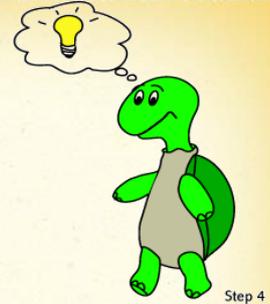


Partnering with Families: Tucker Goes Home



Head and tail are on a stick to pull head in and out.
Visual cues are on the back of each step.

Super Turtle Letter



Dear Parent,

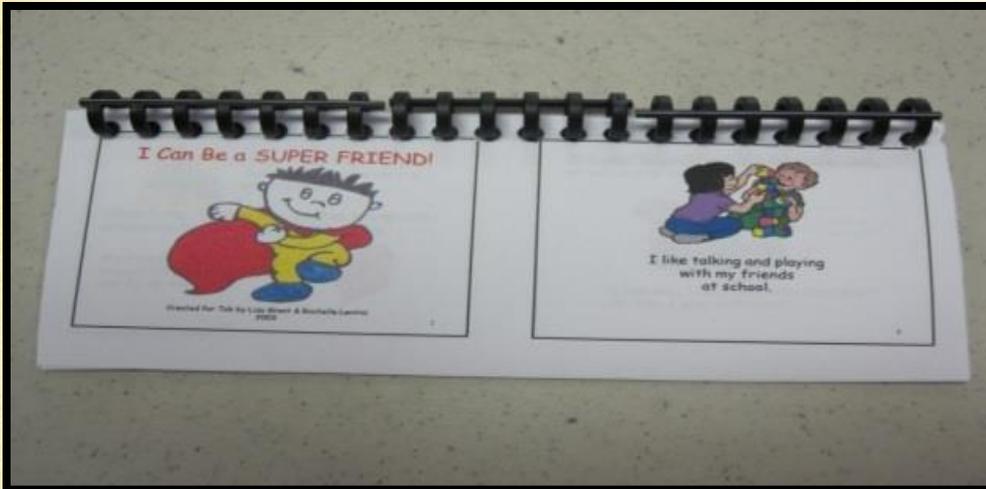
Billy did a great job today handling frustration and not getting angry when we ran out of his favorite cookie at snack. Instead of getting upset, Billy took three deep breaths and decided he would try one of the other cookies. That was a great solution and he really liked the new cookie too!

You can help Billy at home by: Asking him what he did at school today when we ran out of his favorite cookie. Ask him how he calmed down. Comment on what a great job he did. Tell him that you hope that he will do that again when he gets frustrated about something.

Thank you so much!

Mr. Phil

Family Fun Night with Super Friend



Powering it Up with Families

Table Talk Activity

- Develop 2 new activities that could be used to power it up with families
- Write them on chart paper
- Each table group will share ideas with the larger group
 - Participants take notes to leave with a variety of ideas

Key Points: Intentionally Teach! (Teach Me What to Do!)

- Friendship skills
- Emotion words/feelings
- How to recognize feelings in oneself and others
- How to “calm down”
- How to control anger and impulse
- How to problem solve

Teaching Social Emotional Skills

- Examine the items listed on the Inventory of Practices Action Plan in the Targeted Social Emotional Supports section
- Reflect on your implementation of those practices
- What strategies might you use to promote the social emotional development of all children in your classroom? How can you support the social emotional skill development with individual children?
- Identify 2-3 things that you are going to do in your classroom on the Action Plan