

Social Emotional Teaching Strategies



**The Center on the Social and Emotional
Foundations for Early Learning**



**Office of
Child Care**



**Office of
Head Start**

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Learner Objectives

- Participants will be able to discuss why it is important to be more intentional about teaching social emotional skills.
- Participants will be able to identify strategies for supporting the development of friendship skills.
- Participants will be able to define emotional literacy and identify activities that build “feeling vocabularies.”
- Participants will understand the importance of providing opportunities for children to begin to understand their own, as well as others’ emotions.
- Participants will understand why children need to learn to control anger and handle disappointment and will be able to identify strategies to teach anger management skills.
- Participants will understand the importance of teaching problem solving and will be able to identify problem-solving steps.

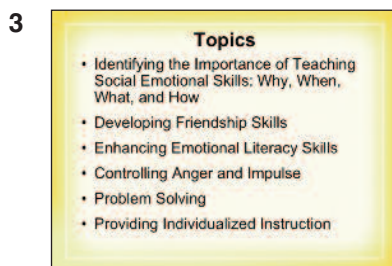
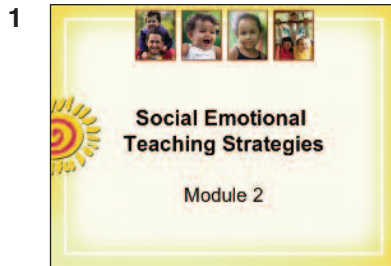
Suggested Agenda

		Time
I.	Introduction	10 min.
II.	Identifying the Importance of Teaching Social Emotional Skills	20 min.
III.	Developing Friendship Skills	75 min.
IV.	Enhancing Emotional Literacy	90 min.
V.	Controlling Anger and Impulse	20 min.
VI.	Developing Problem-Solving Skills	20 min.
VII.	Individualizing Instruction	90 min.
VIII.	Partnering with Families	20 min.
IX.	Action Planning	10 min.

Materials Needed

- ☐ Agenda
- ☐ Powerpoint
- ☐ Chart Paper or White Board and Markers
- ☐ **Video Clips**
 - ☐ 2.1 Skills Children Have/Don't Have
 - ☐ 2.2 Play Organizing Skills
 - ☐ 2.3 Turn Taking
 - ☐ 2.4 Friendship Art
 - ☐ 2.5 Super Friends
 - ☐ 2.6 Teasing Shield
 - ☐ 2.7 Embedding Instruction 1
 - ☐ 2.8 Embedding Instruction 2
 - ☐ 2.9 Embedding Instruction 3
 - ☐ 2.10 Taking Turns
 - ☐ 2.11 Asking for Help
 - ☐ 2.12 Peer Compliments
 - ☐ 2.13 Housekeeping is Full
 - ☐ 2.14 Extending Lessons
 - ☐ 2.15 Responding to Other's Emotions
 - ☐ 2.16 Teaching Tucker Turtle 1
 - ☐ 2.17 Teaching Tucker Turtle 2
 - ☐ 2.18 Teaching Tucker Turtle 3
 - ☐ 2.19 Using the Solution Kit
 - ☐ 2.20 Problem Solving
 - ☐ 2.21 Peer Teaching
 - ☐ 2.22 Buddy System
 - ☐ 2.23 Targeting Skills 1
 - ☐ 2.24 Targeting Skills 2
- ☐ **Handouts**
 - ☐ 2.1 Participants' PowerPoint Slides
 - ☐ 2.2 Embedding Friendship Opportunities
 - ☐ 2.3 You've Got to Have Friends
 - ☐ 2.4 Book Nook Activities
 - ☐ 2.5 Using Children's Literature to Support Social Emotional Development
 - ☐ 2.6 Enhancing Emotional Vocabulary in Young Children
 - ☐ 2.7 Helping Young Children Control Anger and Handle Disappointment
 - ☐ 2.8 Instructional Strategies
 - ☐ 2.9 Teaching Targeted Social and Emotional Skills
 - ☐ Inventory of Practices (participants might return with one that was used in Module 1)

I. Introduction (10 minutes)



I. Introduction (10 minutes)

Slides 1-2: Introduce Module 2 and then show the Pyramid Model that was introduced in Module 1. Tell participants that we are now at the third level of the pyramid: Social Emotional Teaching Strategies. Remind participants that in Module 1, we talked about the importance of building positive relationships and designing supportive environments (including rules, schedules, materials, and activities) to support children's social emotional development and prevent challenging behavior. In Module 2, we will continue to build on these ideas by discussing the use of effective strategies, ideas, and resources to help "teach" children social emotional skills (friendship skills, emotional literacy, development of empathy, impulse control, and problem solving).

Slide 3: Review the agenda and learner objectives with participants.

1. Participants will be able to discuss why it is important to be more intentional about teaching social emotional skills.
2. Participants will be able to identify strategies for supporting the development of friendship skills.
3. Participants will be able to define emotional literacy and identify activities that build "feeling vocabularies."
4. Participants will understand the importance of providing opportunities for children to begin to understand their own, as well as others' emotions.
5. Participants will understand why children need to learn to control anger and handle disappointment and will be able to identify strategies to teach anger management skills.
6. Participants will understand the importance of teaching problem solving and will be able to identify problem-solving steps.

II. Identifying the Importance of Teaching Social Emotional Skills: Why, When, How and What (20 minutes)

4 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

5 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?

6 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



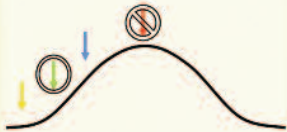
7 If You Want It, Teach It!

"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?"

Tom Hogue, NASTEP President's Corner, 1995, p. 2

8 Identifying Teachable Moments



II. Identifying the Importance of Teaching Social Emotional Skills: Why, When, How and What (20 minutes)

Slide 4: (Handout: Inventory of Practices)

Have participants take out the Inventory of Practices and look at p.8-12. They should review the practices and then select their strengths and identify practices they could improve. Do a share back or table share as appropriate for the audience size.



Inventory of Practices



Small Group Activity

Slide 5: Discuss the key social emotional skills children need as they enter school.

Ask participants what happens when children don't have these skills? Have them think about children in their settings who don't have these skills. What have they noticed about these children? (Answers might include everything from specific challenging behaviors to quiet and withdrawn). How do we help children learn these social emotional skills? We "teach" them!

Slides 6-7: Share with participants that in this workshop, we will be discussing how to teach the key social and emotional skills that are needed by children. Use slide 7 to illustrate how important it is that we focus on "teaching", rather than managing or punishing behavior. In the Pyramid Model, social and emotional competence is promoted and challenging behavior is addressed by teaching children important skills.

Slide 8: Now that we have discussed why it is important to teach social emotional skills, we are going to talk about "when" during the day we might teach these skills.

Describe a typical situation that might happen in a classroom or child care setting. For example, Trey is building a castle in the block area. Blair comes to the block area to play and decides that she needs the block that is right in the middle of Trey's castle. Blair grabs the block, and Trey's castle crumbles. Trey hits Blair and takes the block away. Blair starts crying (red arrow).

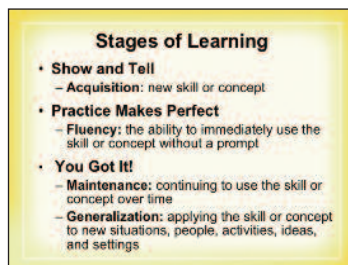
Ask participants to generate ideas about what teachers or child care providers might say to Trey and Blair at this point (e.g., “Use your words.” “Hitting is not okay.” “Say you’re sorry.” “Ask nicely if you want something.” “Get an adult if you need help.” “Calm down.”).

Point out that it is often at the crisis (red arrow) point that teachers try to teach new social skills. Discuss that while this is a teachable moment, and can be a social skills lesson for Trey and Blair, this might not be the most effective teachable moment because:

- a. The incident has already happened.
- b. Both children are upset.
- c. Blair may find the teacher reinforcing (“Wow, I might do this again so I can get the teacher’s attention!”).

Discuss effective teachable moments (referring to the green arrow at the left-hand side). The main point here is that we want to make sure that these “crisis moments” are not the only time that we are “teaching” social skills! Social skills can be embedded into almost any part of the daily schedule—Intentional, planned times as well as taking advantage of naturally occurring moments throughout the day.

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Slides 9-12: Remind participants that as we think about “when” to teach social emotional skills, we also need to consider stages of learning that should affect “how” we teach these skills. The stages as learning can be described as Show and Tell (the early acquisition stage when children need a skill explained and demonstrated); Practice makes Perfect which refers to the need to have many meaningful opportunities to practice and build fluency; and You Got It that describes the stage of learning when a child knows the skill well enough to use over time and in new situations.

10

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*

11

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

12

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

- **Slide 10 Acquisition:** When children learn how to do something new, they acquire new skills or concepts. To support children's acquisition of new skills, we need to explain and demonstrate the skill/concept and encourage children as they attempt to learn the skill. Skills can easily be lost at this stage – so encourage, encourage, encourage!
- **Slide 11 Fluency:** Once children acquire a new skill, they need to be able to use the skill proficiently or fluently. We need to provide multiple opportunities for them to practice and master this skill/concept, as well as prompt children to use their new skills in new situations.
- **Slide 12 Maintenance and Generalization:** Once children are fluent with their new skills, they need to be able to use the skills (or “maintain” the skills) without support or prompting from an adult. When children apply their new skills to new situations, people, activities, and settings they demonstrate generalized use of these skills. For example, a child might learn a new skill at child care and then generalize that skill by using it at home (a different setting) or a child might learn a new skill with a grandparent and generalize it by using it with their aunt (different people).

Summarize by explaining to participants that each learning stage requires intentional, purposeful planning on our part. This means that we need to plan “when” (during our daily schedule) we will teach new skills in order for children to have opportunities to acquire new skills and to become fluent with their new skills. But, we can't stop at that point! We also need to continue to plan opportunities for children (and encourage them) to practice using their new skills throughout the day without “us” so they can show maintenance and generalization.

Being more aware of supporting learning also “tunes” us in to being purposeful and direct as well as not missing opportunities to encourage children when they are spontaneously learning and using their new skills. We want to take advantage of both planned and unplanned opportunities!

Tell participants that we will now focus on the “what” and “how” to teach part. Highlight that we will spend the rest of the day discussing teaching strategies and ideas (“how”) for promoting friendship skills, emotional literacy skills, development of empathy, ideas for controlling anger and impulse, and problem-solving skills (“what”).

13

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

Slide 13: When we consider Social Emotional teaching, we need to focus on how we will promote the social and emotional competence of all children in the classroom AND how to provide individualized instruction in key social and emotional skills that might be needed by a child. Often, teachers provide whole group lessons to teach all children and do not provide individualized instruction.

14

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

Slide 14: Individualized instruction is used to ensure that children who have social and emotional skill delays receive systematic instruction on those important skills. Often these are children who are at-risk of developing severe behavior challenges. To provide individualized instruction, the teacher must first identify the skill that will be taught and then provide systematic instruction on the skill throughout the day. In the training today, we will first explore the skills that might be taught and then discuss how to deliver instruction within the child’s daily activities.

III. Developing Friendship Skills (75 minutes)

III. Developing Friendship Skills (75 minutes)

15

Partner Activity

Share with your partner why your best friend is your best friend.


Slide 15: Ask participants to share with a partner why his or her best friend is a best friend. What are the important attributes that person has? Then move to the next slide while saying, there are friendship skills that people have that foster relationships.



16

Friends

Think about children who are well liked...



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

Slide 16: Explain that we are now going to talk about friendship skills. Have participants think about children who have lots of friends. What have they noticed about these children that make it easier for them to make friends? Write responses on **chart paper**.

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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

Slide 17: Discuss that when children are successful at making friends, they have opportunities to learn and practice many social skills such as cooperation, sharing, turn taking, problem solving, and conflict resolution. Explain that there are several discrete behaviors that young children engage in during play with each other that seem to be directly related to having friends (Tremblay et al., 1981). That is, children who do more of these behaviors are more likely to have friends. These specific behaviors are described in more detail below.

18

Look at the Skills Each Child Has or Does Not Have
Video 2.1



Video 2.1

Slides 18: (Video 2.1: Skills Children Have/Don't Have)

Ask participants to watch the three children playing at center time. As they watch, they should think about what helps the children to be successful or unsuccessful playing together?

19

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?

Slide 19: Facilitate discussion using the questions on the slide.

20

Reciprocity and Lengthy Encounters are Key

Slide 20: Two elements that have been shown to be important to the development of relationships or friendships are reciprocity and having lengthy encounters or repeated interactions. To assist children in developing friendships, they might need instruction in how to connect with other children and be given the time and support within play activities to develop the relationship.

21

In Passing...

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

Slide 21: If you think about yourself and your interactions with others, we have skills that start the interaction. Some of the children you teach might not have those skills.

22

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."

Slide 22: The LEAP Model is an early childhood inclusion program that provides a rich curriculum in social skills to help children with autism develop social relationships. In that program, they have very specifically identified some key social skills that can be taught to children with autism and their classmates to ensure that children interact with each other.

23

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

Slide 23: Here are some tips for how to promote social interactions within the classroom.

24

4 Steps of Initiating Play

Step 1

Step 2



25

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/>

Slides 24-25: In addition to facilitating social interactions, you will also want to systematically teach children the critical skills needed for social interaction. On this slide, we present a visual that you can also download from the listed website. This visual helps children understand what the skill is and how to do it. Teachers can use these visuals to teach the steps and to prompt children in remembering the steps.

26

Selecting Skills to Teach:
Specific Behaviors that Lead to Friendships

Play Organizers

Sharing

Assisting

Affection

Slide 26: We are going to explore some of the categories of skills that children might be taught as discrete social skills. They are play organizers, sharing and taking turns, assisting others, and being affectionate.

I am going to show you a video of two children that did not know each other before they were videotaped playing together. This is significant because it demonstrates that when children have these skills, it makes it easier for them to have more positive experiences in playing together and making new friends.

27

Play Organizing Skills


Video 2.2

Slide 27: (Video 2.2: Play Organizing Skills) Show the video as an example of play organizing skills. These are the two children mentioned above who had never met each other before this play session.

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Slide 28: Briefly discuss the following in regards to play organizers:

- **Rationale:** Children who are able to organize play situations can create play opportunities for themselves and others.
- **Describe the skill:** Play organizers might be to try to get a friend's attention, give a friend a toy, or give an idea of what they might do with a toy or material. With preschoolers, play organizers are usually "Let's" statements, such as, "Let's play trucks." Often these statements are followed by suggestions about roles (e.g., "You be the driver and I'll put the logs on the truck") or specific activities (e.g., "Roll it to me.").
- **Demonstrate:** Discuss how you can build children's play organizing skills by demonstrating or role playing "right" and "wrong" ways to organize play situations when you want other children to play with you.
- **Practice:** Remind participants about the stages of learning that we discussed earlier. It is really important for us to provide opportunities for children to practice play organizing. As mentioned above, we might have children role play or we can join in their play and model ways to organize play situations.
- **Promote:** Discuss how we need to make sure that we are not only providing opportunities for children to practice these skills, but that we are also promoting, supporting, and encouraging children as they "try out" their new skills.

29



Video 2.3

Slide 29: (Video 2.3: Turn Taking) Show the video as an example of turn taking and discuss how turn taking might need to be taught explicitly as it was done in the video.

30

Setting the Stage for Friendship

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

Slide 30: Prior to teaching friendship skills, adult caregivers need to set the stage by including the following five elements in their early childhood settings (e.g., Head Start, child care, family child care home):

1. An inclusive environment where all children are meaningfully included in natural proportions is critical to setting the stage for friendships (Guralnick, 1990).
2. Having cooperative use toys and materials increases the opportunities for social interaction. Cooperative use toys are those that naturally lend themselves to two or more children playing together. Some examples of cooperative use toys are balls, puppets, wagons, two telephones, dramatic play materials, rocking boats, and board games.
3. Examine daily routines and embed friendship and social interaction instruction and practice opportunities throughout the day (refer back to the stages of learning discussed earlier).
4. In order to ensure that friendship and social interaction instruction gets the necessary attention, teachers and caregivers need to include related goals and objectives on a child's IEP/IFSP. Although these goals are likely to be the most critical for the child's later development, they often do not appear on IEPs or IFSPs (McConnell, McEvoy, & Odom, 1992), perhaps because many assessments do not include these skills as test items.
5. Most importantly, teachers and caregivers need to devote energy toward creating an atmosphere of friendship. When you walk into a classroom, child care, or home day care setting where an adult has successfully created this climate, you see adults giving time and attention to children when they engage in friendly behaviors, you hear adults talking nicely to one another, and you hear children supporting one another's friendly behavior. Overall, you get a sense that friendship is the ultimate goal. Ask participants what else they can do to promote this atmosphere of friendship.

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Strategies/Activities to Teach Friendship Skills	
• Adult Modeling	• Incidental Teaching
• Modeling with Puppets	• Prompts
• Preparing Peer Partners	• Priming
• Songs	• Encouragement
• Finger-plays	• Use of Games
• Partner projects	• Use of Children's Literature
• Affection Training	• Social Stories

Slide 31: Setting the stage is a necessary step in supporting children's developing friendships and teaching the critical skills described above. There are several ways to teach children these skills: teaching the concept, modeling appropriate behavior, providing practice opportunities with feedback, and supporting children's use of the behavior in context. Discuss the following strategies:

1. **Modeling:** Modeling can include adults or peers demonstrating the friendship skill or video based modeling with short vignettes of children engaging in friendly behavior (Webster-Stratton & Hammond, 1997). Often, it is effective to model both examples and non-examples followed by opportunities for correct responding. There are four guiding principles of effective role-play modeling strategies:
 - a. Use invisible support, that is, call on the child who you are confident will model the skill appropriately before calling on a child who will need more support.
 - b. Sometimes when children are modeling the friendship skill in front of their peers, they can get carried away with being silly or inappropriate. It is important to give children another chance and more support so that they are successful in demonstrating the skill appropriately. This approach allows them to receive encouragement from the teacher and other children for doing the skill.
 - c. Because role-plays typically involve only one or two children at a time, it is necessary to plan ways for the rest of the children to be actively engaged. Strategies for including children who are not involved in the role-play include having them give a thumbs up for friendly behavior and a thumbs down for unfriendly behavior; patting themselves on the back if this is a behavior they do; clapping when the role-play is over; saying "ready, set, action" before the role-play begins; or having a Popsicle stick sign with a happy face on one

side and a sad face on the other (children show the happy face when the behavior being modeled is friendly and the sad face when the behavior being modeled is unfriendly). It is also important to keep track of who has had a chance to role-play and ensure that all of the children in the class get a turn during the week.

- d. Whenever possible, using small groups to teach these skills will be useful in terms of giving all children opportunities for practice.

2. **Modeling with Video:** The use of video to help model friendship skills can be very effective with young children. Video-based modeling is particularly effective for several reasons:

- a. Videos can capture real-life examples of children using friendly behavior. These examples can be used to generate discussion about the friendly behavior and the context in which it is used in the video. Video vignettes can also display non-examples. These vignettes can be used to teach children to discriminate between friendly and unfriendly behavior and prompt children to develop and share alternative behaviors and solutions if initial ideas are not effective.
- b. Video clips can be paused, and children can be prompted to attend to the salient features of the friendly behaviors and the context in which they occur. Children can also make predictions about “what will happen next” when the child featured in the video uses a friendly or unfriendly behavior.
- c. Children love watching videos, which makes this format particularly powerful in engaging and keeping children’s attention.

3. **Modeling with Puppets:** Similar to videos, puppets are very engaging to young children:
 - a. Because adults are in control of the puppet, the puppet can always be a responsive play partner. The puppet can model friendly play and, when appropriate and planned, can model non-examples. Puppets in the image of children are particularly effective because they provide a proximate model. That is, children are more likely to emulate the behavior of models that look like themselves. But, any puppet will work!
 - b. Additionally, some children will disclose more about their feelings and friendship problems to puppets than to adults, especially if adults are historically not seen as trustworthy by the child.
4. **Preparing Peer Partners:** When typical children are assisting their peers with special needs to acquire friendship skills, it is necessary for them to learn to suspend social rules in order to not feel rejected. In the usual course of events, interactions between typical children are usually quite reciprocal. If someone asks nicely to play, they usually get a positive response. On the other hand, as some children begin to acquire peer interaction skills, they often reject the social overtures of their peers and they may not initiate play. Using role-play and rehearsal strategies, there is a well-researched set of procedures for teaching children to be persistent with their social behavior while their peers are becoming more fluent. For example, adults model peer rejection, provide verbal feedback (“That’s what might happen when you ask kids to play.”), and then provide a behavioral alternative that they reinforce (“If that happens, try again”—“good, you tried again.”).

5. **Buddy System:** Often it is helpful to utilize a “buddy system” when trying to increase the friendship skills of children. Right before a free-play period, children are assigned to a buddy role, meaning that they begin free play in some planned play activity with a certain child. In utilizing a buddy system, there are several rules to follow.
- a. It is important to always have two or more buddies for each child who needs them. This arrangement helps to keep the play interesting for the socially competent children, and it helps to create the conditions for maximizing the number of diverse play ideas.
 - b. It is also important to rotate buddies for several reasons:

First, rotating buddies helps to ensure that children have the opportunity to engage in friendship skills with the widest variety of playmates.

Second, rotating helps to avoid buddy burnout, a condition in which children come to respond negatively to their helper role because they always play with the same individual.
 - c. One can optimize the buddy system by pairing the most popular and liked children with those who need the most help. This type of pairing can lead to other children simultaneously helping their peers because the “cool” kids are doing it.
 - d. At the end of a play period, children should receive specific feedback for being buddies and be provided with feedback that specifically enumerates the friendship skills they used in interacting with their assigned partner.

6. **Priming:** Teachers can increase the likelihood of children using friendship skills with specific priming strategies. For example, prior to a free-play period, teachers can ask children who they are going to play with; they can ask what specific toy or material they are going to share; and they can provide practice opportunities. A practice opportunity might include, “Hey, Jaymin, let’s pretend I am Cody and you are going to ask me to play trucks.” Jaymin would then practice asking, with or without adult prompting, and the adult would provide encouragement or feedback for Jaymin’s social initiation to play. Other play ideas include the following.
- a. Teachers can increase the duration of peer play by providing suggestions or prompting role reversals.
 - b. Expanding play ideas can occur by suggesting new ways of playing with the materials, new ways for dramatic play to unfold, and new ways of including more children in a game or activity.
 - c. When a teacher notices that children are disengaging from play with one another, he or she can prompt the children to reverse dramatic play roles (“How about you be the mom now and she can be the baby?”). This strategy can reengage children in the play sequence and lead to more lengthy social encounters.
7. **Direct Modeling:** Another way to keep children engaged in friendly play is to directly model desired behaviors as a play partner. When teachers notice that children are becoming less engaged, they can join the play and provide specific models of friendly behavior. For example, a parent might join two children who are playing together and begin to share the materials available.

8. **Encouragement:** Although it is important to acknowledge children for their use of friendship skills, it is also the case that the effective use of acknowledgement requires ongoing attention to several key factors:
- Timing of encouragement and feedback is crucial. As long as children are engaged in friendly behavior, it is a good idea to withhold feedback. Although this approach may seem counterintuitive, evidence suggests that adults' delivery of attention to children at play can have the immediate effect of terminating their play. Given this fact, it is advisable to comment on children's friendly play shortly after the fact.
 - When commenting on children's friendly play, it is essential to describe the specific friendly behavior(s) that you observed. Instead of saying, "You're playing so nicely together," say, "You are taking turns and saying nice things to each other." This descriptive commenting provides children with specific feedback about what they are doing well.
 - For many children, caregivers may need to provide lots of encouragement early on. Once children start to use their friendly behaviors, however, adults need to begin the process of slowly removing their specific feedback from the ongoing play. The goal is not to remove all adult feedback, but to provide sufficient opportunity for friendly play in and of itself to become rewarding for the child.

32



Slide 32: Discuss some examples of activities to support the development of friendship skills. It is very important to point out that all of these activities build on the skills needed to develop friendships and allow children opportunities to practice using these skills. They don't just use the word "friend." These types of activities also help in establishing a classroom atmosphere of "being friends," sharing and helping each other out.

1. **Friendship Can:** During large group time, have children generate a list of different things they can do to be a “friend”. Introduce the Friendship Can – which is a decorated can with names of all of the children in the can. Have each child draw out a name. Children can then use their friendship skills to do something with or for their friend throughout the day. They can make something special for their friend, play with their friend, share with their friend, compliment their friend, help their friend, etc. During the day (as well as summarizing at the end of the day), children and teachers can talk about how they are using their friendship skills with their friend.
2. **Planting Seeds of Friendship:** Have children plant seeds in small cups throughout the year. As new children join the classroom, children can give them one of their “friendship cups” to welcome them to the classroom. Each “friendship cup” has a welcome note that was made by the children (along with their teacher!). To introduce this activity, tell the children that you are all going to work together to make “seeds of friendship” so that new children will feel welcome and be able to make new friends! Talk about how hard it can be to be the “new” child! Ask children what friendship skills they can use to help new children feel welcome (play with new child, share toys, help new child learn the rules, schedule, names of other children, etc.).
3. **Friendship Tree/Compliment Tree:** Make a big tree without leaves that can be displayed on a wall. Have leaves made from construction paper stacked by the tree. As adults and children notice others using friendship skills, write the skill that was used on a leaf and add it to the tree. At the end of the day, “celebrate” the new leaves that were added to the tree. Describe the specific friendship skills that were used each day. You can also use the same idea to make a compliment tree.

4. **Books about Friendship:** Use books that talk about “friends” and what it means to be friends. Some examples are: *Fox Makes Friends*, *The Rainbow Fish*, *Big Al*, and *Making Friends*. Ask participants to share books that they have used that relate to friends. Teachers can talk about what friendly behaviors the characters are using and have children guess what they think will happen next based on what the characters are doing. Teachers can also help children write a story together or individually about friendship.
5. **Friendship Quilt:** Children make a quilt out of construction paper squares that hang together on the wall. Each square has pictures of children in the classroom (labeled with their names) as well as pictures of children using friendship skills like sharing, playing together, or helping each other (which are also labeled). This is a good activity to use at the beginning of the year to help children learn everyone’s name as well as friendship skills. Squares are added to the quilt as children use their new friendship skills. This is a great idea for home providers if they have children of different ages. They can make pictures that show what children can do to be a good friend based on their age and skills.
6. **Friendship Journal:** Create a friendship journal that has friendship skills and pictures of the children in the classroom using these skills. This journal can be added to the book area for children to look at throughout the year.
7. **Music/Songs:** Teachers and children can make up songs about being friends. There are also commercial CDs that have songs about being friends.

Slide 33: (Video 2.4: Friendship Art) This video shows a teacher demonstrating how a friendship art activity might be presented to children.

33

What friendship skill is the teacher promoting?
Video 2.4



Video 2.4

34

Acknowledging Friendship Skills
Video 2.5

Video 2.5

Slide 34: (Video 2.5: Super Friends) Introduce the Super Friend video as follows: This video is one teacher's idea for how to acknowledge children's use of "friendship skills." In this classroom, you will see that a little boy is working with a group of children and comes up with an idea for taking turns. When he has difficulty articulating the idea, one of the girls in the group explains for him. Watch this video and think about the following questions:

- What do you like about how this teacher acknowledged the children's use of friendship skills by figuring out how to take turns?
- What would you do differently?

These types of activities (Super Friend) are often used as a means to encourage children to use their friendship skills. One of the advantages of this type of approach is that children start noticing when they see other children using friendship skills and what skills they used! You will often hear them say, "Oh look, we have a super friend! Maria just shared her favorite toy with Cameron". It is very important to make sure that all children have opportunities to be successful in using friendship skills in order to get the opportunity to wear the super friend cape!

Participants often have concerns about using this video. As a trainer, you will want to think about how you might respond to participants' concerns. Listed below are some examples of "issues" that might arise with this specific video.

- The teacher "rewards" the child with a cape rather than supporting the child's development of internal motivation.
- It appears that the wrong child might be getting acknowledged for something another child does.
- The teacher disrupts the entire class to acknowledge what the one child did.
- The cape could choke the child.

35

How Does this Teacher Ensure
Children Learn the Skill?



Video 2.6

Slide 35: (Video 2.6: Teasing Shield) An issue for some classrooms is the use of teasing by children. In the next video, teasing had become an issue and the teacher wanted to provide a lesson for children about how to handle teasing when it occurred. Ask the participants if they have seen children tease others in a preschool classroom. Ask them what the child who does the teasing gains from the interaction (attention). Comment that children persist in using teasing because it gains them peer attention and sometimes teacher attention. Ask the group to identify what children should do when they are teased to ensure the child does not receive attention (ignore). Before starting the video, comment that in these clips we see a nice illustration of introducing the skill, demonstrating the skill and doing an extension activity, and then supporting an individual child to use the skill.

36

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/hiscenter/teacher-boost/visual>

Slide 36: Discuss the following about giving compliments:

- **Rationale:** Although these behaviors do not often occur among preschoolers, they tend to have a powerful effect on the formation of friendships.
- **Describe:** Preschoolers compliment one another's successes, buildings, and appearances. They might say, "Good job Juan." "He's a smart boy." "I like the way you painted that picture of your house."
- **Demonstrate:** When adults give compliments, it sets up an atmosphere in the classroom that promotes complimenting each other. This can be a great model for children. Demonstrations and role playing can also help children learn what compliments are and what words they might use to compliment someone. The visual shown on this slide can be used when instructing children on how to give compliments.
- **Practice:** Role playing and having a compliment circle where children can compliment each other about something that they did during the day allows children opportunities to practice using compliments.

37

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.



Small Group Activity

Slide 37: Children who don't have friendship skills might have difficulty in their interactions with peers. For this Table Talk activity, assign each group a situation to discuss and come up with an idea about how the teacher could respond. Give the group 5 minutes to discuss. Ask some groups to report back. When listening to the share back, guide the participants to identify what skill will be taught and how the teacher might teach it.

38

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)

Slide 38: Embedding instruction – Reflect that we have been discussing a variety of friendship skills that might be taught to children. Ask participants when instruction might occur. Show the slide that states that we teach within all activities and over time.

39

**If You Want It, Teach It
...All Day Long**

Now and Tell Practice Reflect

7.2.8.29

Video 2.7

Video 2.8

Video 2.9

Slide 39: (Video 2.7, 2.8, 2.9: Embedding Instruction) Play these short clips to illustrate how the teacher focuses on "helping each other" all day long.

40

Activity: Embedding Friendship Opportunities into Daily Routines and Activities

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

Slide 40: (Handout 2.2: Embedding Friendship Opportunities and 2.3: You've Got to Have Friends) Have participants find someone in the room who they do not know (or don't know very well). They will work with this person (their new friend!) for this activity.

Divide participants so that each part of the schedule is being worked on. Have participants use Handout 2.2 to think of ways that they can embed friendship opportunities throughout the day (or in other words, how they can be more "intentional"). After 10 minutes, have participants share some of their ideas. Make sure to get ideas across the different parts of the schedule. Listed below are some examples of possible answers for each area:

Handout 2.2

Activity: Embedding Friendship Opportunities into Daily Routines

Activity	Opportunity
Arrival	
Circle Time	
Center Time	
Small Group	

Handout 2.2

Handout 2.3

You've Got to Have Friends

Handout 2.3 provides a detailed list of strategies for embedding friendship opportunities into various daily routines and activities, such as Arrival, Circle Time, Center Time, Small Group, Outside, Snack, Story Time, Good-bye Circle, and Transitions. It includes specific suggestions for each activity to help teachers create a supportive environment for children's social interactions.

Handout 2.3



Small Group Activity

1. **Arrival:** Assign a child to be the “greeter” who greets the children by name as they arrive; find a “buddy” to walk with from the bus.
2. **Circle Time:** Select a child to pass out the circle time props to each classmate, as the child progresses around the circle, he calls each child by name and says “pick a ____.” Each child responds with, “Thanks (child’s name).”; children identify a friend to play with at center time and then decide together where they will play first.
3. **Center Time:** Watch for friendly behavior, comment and encourage.
4. **Small Group:** Plan cooperative art projects; teach children to play board games (examples: Barnyard Bingo, Candy Land, Don’t Spill the Beans).
5. **Outside:** Pre-select cooperative use toys for outside play (wagons, tricycles, balls, etc.); adults organize peer play (Duck, Duck, Goose; Red Rover; tag).
6. **Snack:** Have each child in charge of different snack items; children have to ask each other for the snack items.
7. **Story Time:** Read books about friends; discuss what friendship skills the characters in the book used; write a classroom friendship book.
8. **Good-bye Circle:** Have a compliment circle (children have a chance to give each other a compliment as they pass around the compliment bear); one child can pass out back packs; one child can say good-bye to each child as he or she leaves.
9. **Transition:** During center time instead of transitioning to a new center – transition to a new friend (could use a friend picture schedule); children can hold hands going from one activity to another.

41

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

42

Social Emotional Skills

Video 2.10



Video 1



Video 2.11



Video 2.12



Small Group Activity

Slides 41-42: (Video 2.10: Taking Turns, 2.11: Asking for Help, 2.12: Peer Compliment) Each

table group will be assigned one of the videos to use for their work. Each video illustrates a social skill. Your task is to design a lesson plan on how this skill might be taught to the entire class in large group or small group instruction. If you have time, ask groups if they developed a lesson plan they are excited about and want to share with others.

IV. Enhancing Emotional Literacy (90 minutes)

IV. Enhancing Emotional Literacy (90 minutes)

43

Emotional Literacy

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

What is emotional literacy?

Slide 43: Discuss the definition of emotional literacy.

44

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



Slide 44: Discuss some of the things we know about children who have a strong foundation in emotional literacy. Children who don't learn to use emotional language have a hard time labeling and understanding their own feelings as well as accurately identifying how others feel.

45

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

Slide 45: These are the skills that can be taught to children about feelings and the expression of feelings.

46

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

Slide 46: This slide describes several different ways that adults can increase children's feeling vocabularies: direct teaching, indirect teaching, use of songs and games, playing "How would you feel if...?" the feeling wheel/feeling dice, and use of children's literature. Each of these will be discussed in the following slides.

47

Direct Teaching of Feeling Vocabulary

Slides 47-50: Direct Teaching: Direct teaching involves planning specific activities/opportunities for children to increase their emotional vocabulary as well as to start to discriminate what different facial expressions/emotions might look like.

48



Slide 48: This slide shows examples of emotion faces that represent a range of emotions. Tell participants that they can download these "faces" from the CSEFEL website. They are available in English, Spanish or English/Spanish. Explain that you will be discussing many different ways to use the "faces" and they will probably come up with many more ideas!

49

Classroom Example

Slide 49: This slide shows how a teacher hung a mirror with a feeling poster beside the mirror so children could make different "feeling faces." They also drew their own "feeling faces," which were displayed above the mirror. The teacher would often join children at the mirror and start conversations about the feeling faces they were making in the mirror and what happened to make them feel this way.

50



Slide 50: This shows another example of how a teacher used one of the feeling words (proud) for children to have an opportunity to learn what "proud" means. They cut pictures out of magazines that showed people feeling proud. They also took pictures of children in the classroom who were feeling proud! They picked a different emotion each week and used the same process. This would be a great idea for home care settings.

51

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!"

Slide 51: Indirect Teaching: An example of indirect teaching would be when a teacher provides emotion labels – “you’re happy” or “you’re frustrated” – as children experience various affective states. Use the example on the slide and note how the teacher describes what the two children are doing that helped her figure out how they were feeling.

52

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

Slides 52-57: Use of Songs and Games: Show and discuss the examples of ways to use songs and games to help children increase their feeling vocabularies.

53

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.

Slides 52-53: Show the two examples of the well-known songs, *If You’re Happy and You Know It* and *Row, Row, Row Your Boat* that have been changed to use feeling words. There are also many commercial CDs that have fun songs about emotions. An example would be Jim Gill’s “*I’m so Mad I Could Growl*” song.

54

Sample Game




How does your face look when you feel proud?
 What makes you feel proud?

Slides 54-57: These are fun examples of emotion games. Note that two of the games use feeling faces from the CSEFEL website. The Bingo game would be appropriate for a wide range of children. If each feeling face is done in a different color, children who might not be able to “read” the words could match the colors. Children might also be able to match the faces by the expressions. Children who are starting to read can match the words as well as the faces. Be sure to choose words that you are teaching and talking about in class.

55

Sample Game



Triste Alegre Frustrado

Make a ____ face.

56

Sample Game

Bingo

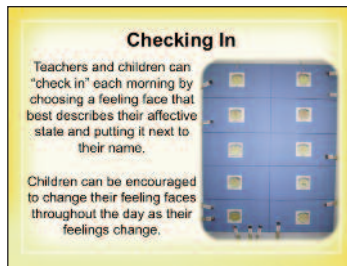


57

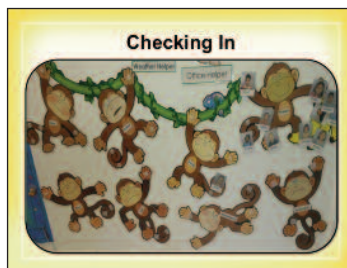
Feelings Activity Within Centers
 Memory and/or Match Game



58



59



60



61



62



Video 2.13

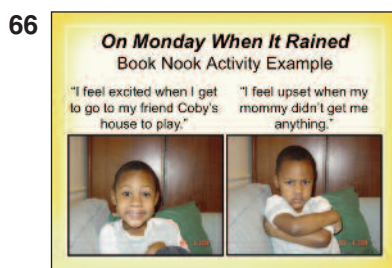
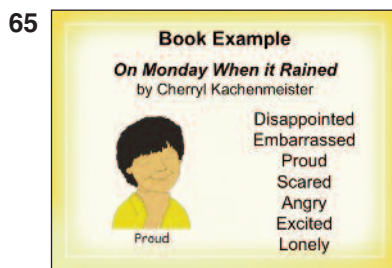
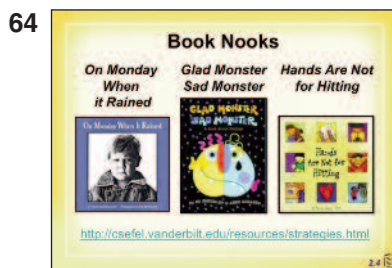
Slides 58-59: Checking In: Children can “check in” each morning by putting their name by a feeling face picture that best depicts their affective state. Children can be encouraged to change their feeling faces throughout the day as their feelings change. Adults should also participate by putting their name by a feeling face and changing it throughout the day. They can talk about how their feelings change as they change their feeling face to help children understand that feelings can change many times during the day.

Slides 60-62: Feeling Dice and Feeling Wheel: Show and discuss the examples of the two techniques used to build children’s feeling vocabularies.

Slide 60: Make Feeling Dice by covering milk cartons with paper and drawing different feeling faces on each side. Children can toss dice; label the feeling face and describe a time they felt that way.

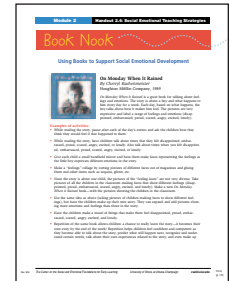
Slide 61: Make a Feeling Wheel with a spinner that children can spin and then label the feeling face that the spinner lands on and talk about a time they felt that way. Share with participants that the Feeling Wheel can be downloaded from the CSEFEL website.

Slide 62: (Video 2.13: Housekeeping is Full) It is important that feelings are discussed and validated in the classroom. Everyone has feelings and sometimes we are overwhelmed by them. In this video, a child is very upset that housekeeping is closed and she can’t play in that center. Watch how the teacher responds and think about what you might do.



Slides 63-72: Use of Children's Literature: Explain that books are a great and engaging way to teach about emotions. Many books are written explicitly about feelings and contain numerous feeling words. Most of us already have books in our settings – so this is an easy and fun way to be more “intentional” about supporting children’s social emotional development.

Slides 64: (Handout 2.4: Book Nook Activities) Now introduce the Book Nook example for *On Monday When it Rained*. Explain that Book Nooks give examples of activities to expand on social emotional concepts while reading the book during story time. A different



Handout 2.4

concept from the book, with related center activities, is focused on each day of the week. Point out that reading the same book for several days is a great way to support children’s social emotional development. Children learn the story, they can re-tell the story, and it becomes their story! They feel successful, confident and competent! Give participants a few minutes to look at the Book Nook.

Slide 65: Read the book *On Monday When it Rained* by Cherryl Kachenmeister to participants, as an example of a social emotional book. This book is about a little boy and the things that happen to him during the week. It is a good example of using literature to promote emotional literacy because of the little boy’s clear facial expressions as well as the range of feeling words (disappointed, embarrassed, proud, scared, angry, excited, and lonely) presented in the book.

Slide 66: This shows an example of one of the suggested activities listed on the Book Nook. (The suggested activity is to take pictures of children in the classroom or home care setting that show the children making feeling faces and then explaining a time when they felt that way). Tell participants that they can find more Book Nooks on the CSEFEL website.

67

How might you extend this lesson?



Video 2.14

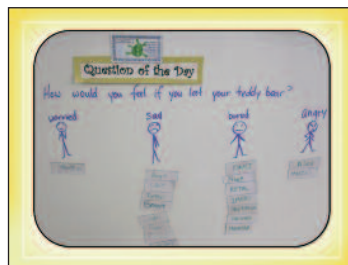
68

What is this little girl learning?



Video 2.15

69



70

Grouchy Ladybug



71

Children's Literature



With a partner:

- 1) Read the book
- 2) Answer the questions on handout 2.5



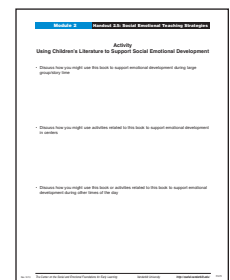
Slides 67-68: (Video 2.14: Extending Lessons and Video 2.15: Responding to Other's Emotions) Show the two video examples of teachers using Book Nook suggestions!

Explain that the example that we just gave, *On Monday When it Rained*, is a book that focuses on emotions. But, it is also important to use other types of books that don't specifically focus on "emotions" to build on social emotional concepts. (*Note to the presenter:* we don't want participants to think that we are just talking about using books that specifically focus on social emotional concepts. They could do this with almost any book!). One example would be *Corduroy* (this is a good example because most people are familiar with this book). This Book Nook can be found on the CSEFEL website.

Slides 69-70: In these slides we see how the teacher uses extension activities to continue to work on lessons learned in a book.

Slide 71: (Handout 2.5: Using Children's Literature to Support Social Emotional Development) Tell

participants that we are now going to practice using books to support social emotional development by doing a fun book activity. Have participants get into groups of 5-10 people. Give each group one book. One member will read the book to the group and then the group will answer the questions listed on the handout. Ask participants to choose a reporter to report back to the large group. (*Note to Presenter:* If you do not have enough books for each group to have a different book, ask participants to bring a social emotional book with them to the training). Tell participants that they can download a Book List of examples of books that support social emotional development on the CSEFEL website.



Handout 2.5



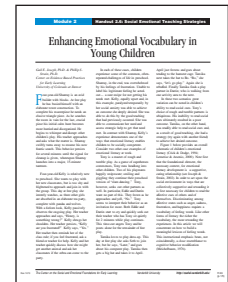
Small Group Activity

72

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.

Slide 72: (Handout 2.6: Enhancing Emotional Vocabulary in Young Children) Refer participants to the handout.



Handout 2.6

Transition to the next section by telling participants that helping to support the development of emotional literacy skills is a “prerequisite” skill for emotional regulation, successful interactions, and problem solving.

V. Controlling Anger and Impulse (20 minutes)

73

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

Slide 73: Emphasize the “key concepts” about feelings for young children.

74

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



Slide 74: (Handout 2.7: Helping Young Children Control Anger and Manage Disappointment) Recognizing Anger in Self and Others: Describe how anger can interfere with thinking. Children need to learn how to recognize anger in themselves and others and understand appropriate ways to express anger. We are now going to talk about some ways to teach children how to handle anger. It is important to teach young children effective ways to control their anger and impulse in conflict situations because:

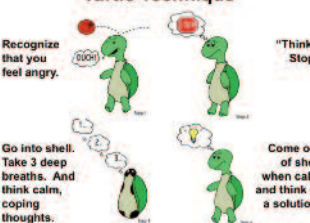


Handout 2.7

1. Aggression and inadequate impulse control are perhaps the most potent obstacles to effective problem solving and successful relationships in childhood.
2. Aggressive children are more likely to experience peer rejection and continued social problems for years after.
3. Evidence also suggests that aggressive children are more likely to misinterpret another peer's or person's intentions as hostile or threatening.

75

Turtle Technique



Recognize that you feel angry.

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

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

“Think” Stop.

Slide 75: The Turtle Technique: Describe how to teach children to recognize anger in themselves.

1. Ask participants how they feel physically when they are upset or angry.

2. Point out, that children feel anger in different ways...just as we do.

Describe the turtle technique. The turtle technique was originally developed to teach adults anger management skills and later was successfully adapted for school-age children (Schneider, 1974). Since then, the technique has been adapted and integrated into social skills programs for preschoolers (Kusche & Greenberg, 1994, Webster-Stratton, 1990). Describe the basic steps of the technique.

1. Recognizing that you feel angry.
2. Thinking “Stop.”
3. Going into your “shell”, taking three deep breaths, and thinking calming, coping thoughts: “It was an accident. I can calm down and think of good solutions. I am a good problem solver.”
4. Coming out of your “shell” when calm and thinking of some solutions to the problem.

In essence, the turtle technique seeks to help children learn to replace aggressive acts with a more effective and efficient behavioral alternative.

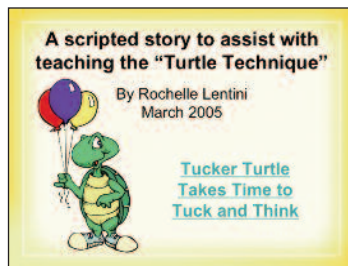
Teaching the turtle technique to young children can happen at large and small group times. A turtle puppet is helpful and keeps children engaged during the lesson.

1. The teacher can begin by introducing the turtle to the class. After the children get a chance to say hello and perhaps give a gentle pat, the teacher shares the turtle’s special trick for calming down.
2. The turtle describes a time he got upset in preschool (selecting an incident familiar to the children is best). He demonstrates how he thinks to himself, “STOP!”, then goes into his shell and takes three deep breaths. After he takes three deep breaths, he thinks to himself, “I can calm down and think of some solutions to solve my problem.” At this point in the process, the turtle

technique is used to demonstrate that when he is calm, he comes out of his shell and is ready to problem solve peacefully.

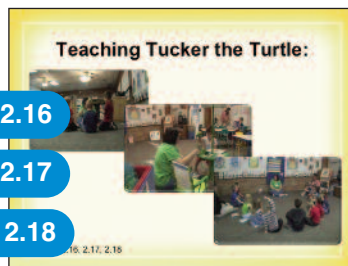
3. To create a sufficient level of practice, the teacher can then invite the children to practice the turtle's secret. For example, children can practice "going in their shells" as they go under a large sheet and take three deep breaths or an individual child can model the turtle technique in front of the class. Practice in small group activities can include making paper plate turtles with moveable heads and arms that "go in their shell." Children can then rehearse the steps with the paper-plate turtle. Tell participants that there is a turtle pattern on the CSEFEL website that can be used to make the paper plate turtles.

76



Slide 76: Click on the hyperlink to show an example of the social story, *Tucker the Turtle Takes Time to Tuck and Think*. This is a great way to teach the turtle technique. This story can also be placed in the reading area of the classroom so children can practice the technique! Tell participants that this social story can be downloaded from the CSEFEL website.

77



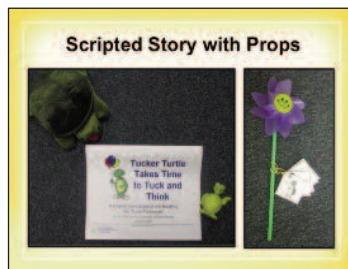
Video 2.16

Video 2.17

Video 2.18

Slide 77: (Video 2.16, 2.17 and 2.18: Teaching the Turtle Technique) The three videos show examples of a teacher teaching children in a Head Start classroom about using the turtle technique.

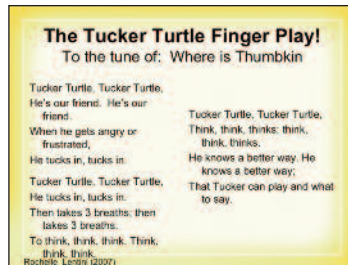
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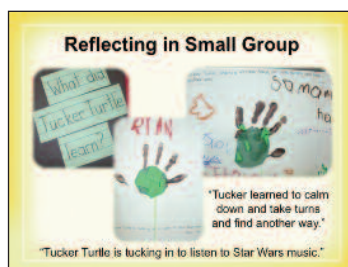
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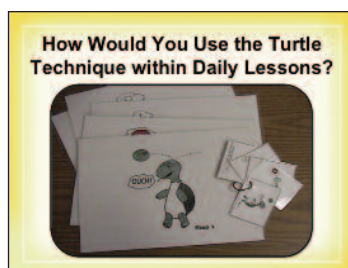
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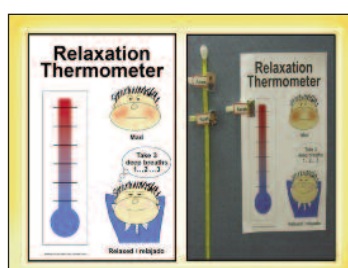
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82



83



Slides 78-82: These show different ways that teachers have helped children learn and practice the turtle technique. In slide 78 and 79, you see that this teacher used a pinwheel toy to teach the children how to take deep breaths (smell the flowers) and then blow out to exhale.

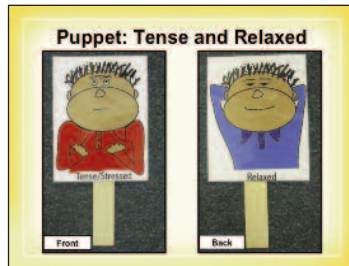
Slide 83: Describe the relaxation thermometer activity for children (Webster-Stratton, 1990). The relaxation thermometer is used to teach children to calm down using the following steps:

1. Children can decorate their relaxation thermometer with pictures of feeling faces from “happy” and “relaxed” in the blue (or cool) section of the thermometer—all the way up to “angry” or “stressed out” in the red (or hot) section of the thermometer.
2. The adult can then ask children to describe a recent conflict and together with the child retrace the steps that led to the angry outburst. The adult writes down the child’s actions, thoughts, and words that indicated an escalating anger pattern (e.g., thinking “He always takes my toys,” yelling, kicking).
3. Then the adult discusses with the child the thoughts, words, and actions that the child can use to reduce his or her anger.
4. As adults retrace the steps of the angry outburst, they help the children identify the place where they were aware they were getting angry. This place is marked as the “Danger Point” on the thermometer. Once children have established their danger points, they give it their own name (e.g., chill out, cool down, code red, hot engine, etc.). This code word can be the adult and child’s signal that anger or stress has reached the threshold, which triggers the use of an agreed upon calming strategy, such as taking three deep breaths.

84



85



Slides 84-85: Present two feeling words that we don't typically teach young children but that are very powerful. Those are "tense" or "stressed" and "calm" or "relaxed."

Explain that young children are often told to "calm down" but are not aware of what this means. First, they need to be taught the distinction between "tense" (like a tin man) and "calm" (relaxed like a Raggedy Ann doll) (Webster-Stratton, 1990). Then describe how you get children from tense to relaxed. One way is by taking three deep breaths. Emphasize that these need to be very deep belly breaths (like you are blowing out birthday cake candles).

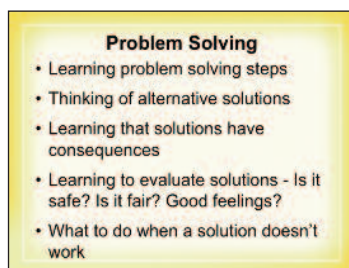
In slide 85, there is an illustration of a puppet that the teacher can use to facilitate role plays and other practice opportunities. Children might also use the visual to indicate how they are feeling.

VI. Developing Problem-Solving Skills (20 minutes)

VI. Developing Problem-Solving Skills (20 minutes)

Recognizing When You Have a Problem

86

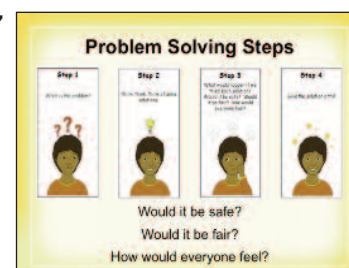


Slide 86: Discuss that when presented with interpersonal problem situations, some children, or all young children in some situations, find it difficult to think of alternative responses. We want children to learn problem-solving steps, to be able to think of alternative solutions, and to learn that solutions have consequences.

Preschool-age children can effectively be taught problem-solving skills (Shure & Spivack, 1980, 1982; Webster-Stratton & Hammond, 1997).

Children learn problem-solving step by step. Some published problem-solving curricula have as many as 11 steps, which can be too many steps for young children.

87



Slide 87: Present the problem-solving steps as an example of a problem solving process with fewer steps. There are four essential problem-solving steps for young children to learn and act on. Briefly review the steps.

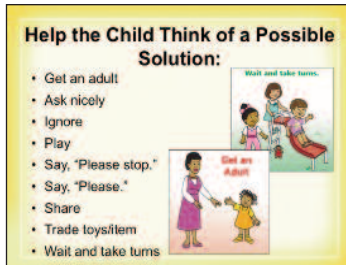
1. What is my problem? Children should be taught to pay attention to their feelings as a first step in problem solving. When children are experiencing a negative emotion (e.g., anger or frustration), this feeling is the cue that they have a problem. This is why teaching young children an emotional vocabulary is an essential prerequisite skill to being an effective problem solver (see Joseph & Strain, 2003; Webster-Stratton, 1999).

After children recognize that they have a problem, they next need to describe the problem. Adults and/or puppets can model the problem for children. Children can practice by looking at cards depicting a problem and describing what the problem is. Initially, children will need guidance to reframe defining the problem as the other person's problem ("They won't let me play."), to their problem ("I want to play with them."). This reframing, although subtle, will help children generate more appropriate solutions.

2. In step 2 of problem solving, the child thinks of potential solutions to the problem
3. Step 3 of problem solving involves evaluating the potential solutions. This strategy can be communicated to children in terms of "What would happen next?" Three questions can guide a child's decision to determine if the use of a particular solution would be good or bad:
 - Is the solution safe?
 - Is the solution fair?
 - How would everyone feel?

Understanding consequences can be taught to children through role-plays. Children can generate a solution to a problem and then act it out with a puppet. The teacher can then prompt the child to think: Did anyone get hurt? Was it fair? How did you feel? How did the other person feel?

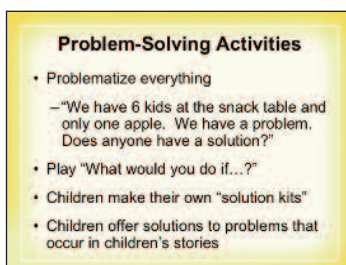
88



89



90



4. Give it a try! At this step, children are taught to act on the best solution that they generated. They are also taught what to do when a solution doesn’t work. When a prosocial solution doesn’t work, children can draw upon the other solutions they generated earlier that they believe will have positive consequences.

Slide 88: This slide shows an example of the Solution Kit. What are some solutions? Young children need help generating multiple alternative solutions to interpersonal problems. A lot of time should be spent directly teaching children alternative solutions to common problems and having children generate solutions independently. At this point in the instructional process, the key is to teach children to generate as many solutions as they can think of rather than thinking of a solution that will work best. Describe how young children need to spend time learning to generate alternative solutions.

Slide 89: (Video 2.19: Using the Solution Kit) This video shows an example of the Solution Kit in action! Point out the teacher’s strategies to keep the children engaged in the problem-solving process (lots of encouragement to keep trying, asking other children to help). Ask participants if they have any other suggestions of what the teacher might have tried or any ideas that they have tried to support problem solving.

Problem Solving Activities

Slide 90: Several activities can be planned to promote problem-solving skills.

1. Adults can “planfully sabotage” or “problematize” activities throughout the day and encourage children to generate solutions. For example, the teacher can bring one apple to the table for snack and say, “Oh my goodness! We have a problem. There is only one apple and five kids. What can we do?” The teacher can then encourage the children to generate as many different solutions as possible.

2. Adults can play “What would you do if?” with children. To play, the teacher thinks of and writes down several problems on slips of paper. These slips are then put in a bag and passed around the circle until the music stops. The child who is holding the bag when the music stops, selects a problem (that an adult can read for the child). The child can then think of as many solutions as possible. He or she may even consult the solution kit if necessary.
3. Children can make their own solution kits by drawing different solutions to problems they have had. Some children may want to color pre-drawn solution cards.
4. Adults can select children’s books that feature characters who are having some kind of problem. The teacher can pause when reading and ask children to generate solutions to the problem. Then, as the teacher continues reading and the children learn how the character solved the problem, they can determine if it is a good or bad solution. Children can also create their own story (written by the teacher), where a character in the story has a problem and comes up with solutions to solve the problem.

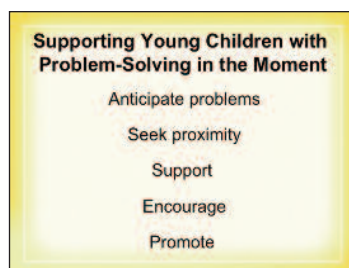
Supporting Young Children with Problem Solving in the Moment

Slide 91: Adult caregivers can keep in mind the following five steps as they assist young children in the problem-solving process:

1. Anticipate problems:

- a. Expect problem situations to arise in your classroom. When over a dozen children are in a room with few adults and limited materials, it is natural for problems to occur.

91



- b. There will also be certain situations when the teacher can predict that there will more likely be a problem. For example, there is a new dinosaur toy in the block corner, and the teacher anticipates many children will want to play with it. Or the teacher notices that a boy in her class has a scowl on his face when he gets off the bus, which last time meant a very troublesome day.
- c. When teachers anticipate problems, they are available to support children when a problem occurs.

2. Seek proximity:

- a. When a teacher is aware that a problem may ensue, seeking proximity is key.
- b. This strategy is not necessarily to prevent the problem from occurring, but to ensure that the teacher is close enough to begin prompting a child through the problem-solving steps.
- c. When the teacher notices a child getting agitated by remembering the turtle technique (see Joseph & Strain, 2003).
- d. Once a child is calm and the teacher is in proximity to support, the child will be ready to problem solve.

3. Support:

- a. Young children will need support from the teacher to remember the problem-solving steps and to stay in the situation.
- b. Children who feel they are not skilled at problem solving will be prone to flee the situation.
- c. So, sometimes support means keeping the child physically in proximity to the other child or children involved.

- d. Support also means prompting the child through the problem-solving steps. This prompting can be done with the added support of visuals depicting the problem-solving steps. These visuals can be placed strategically around the room to remind children of the steps when an adult is not available.

4. **Encourage:**

- a. It is almost a certainty that even good solutions don't work all of the time. So, children need to be encouraged to keep trying at generating alternative solutions.
- b. When children cannot think of any more solutions, they can be prompted to look through a solution kit. The solution kit provides children with picture cues of various solutions to interpersonal problems. Show examples of some solution cards. Cards are available on the CSEFEL website
- c. Children will need support to remain in the situation and to keep trying in the face of adversity. After each try, it is essential that an adult acknowledge a child's efforts ("Wow! You have thought of two really good solutions! I know you have some other ideas."), and encourage them to go on ("Boy, this is a tough problem, and you have thought of so many good solutions. You are such an amazing problem solver. What else can you think of?").

5. **Promote:**

- a. The last task to supporting a child's "in the moment" problem-solving efforts is to reinforce the child's success. This kind of promotion can be done in informal and formal ways.
- b. Informally, teachers can give children high-fives, thumbs-up, a wink, verbal acknowledgement of positive behavior, hugs, and so on.

92

Reflect on what this teacher did.
What is your reaction?



Video 2.20

Video 2.20

VII. Individualizing Instruction (90 minutes)

93

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

94

Individualizing Instruction

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

95

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?

- Formally, teachers can plan mini-celebrations when a child has done a great job of problem solving. These mini-celebrations send a clear message to all of the children in the class that peaceful persistence at problem solving is valued.
- It is not long after a teacher focuses on promoting problem solving before you see children supporting, encouraging, and promoting each other's efforts.

Slide 92: (Video 2.20: Problem Solving). Watch this video to see what this teacher did in the moment to support problem solving. After the video ends, ask participants for their reactions. Some might object to being flexible about the number of children at a center, others in your group might identify that the teacher supported problem solving and modeled flexibility. Let the group talk through their alternative views.

VII. Individualizing Instruction (90 minutes)

Slide 93: Share these points with the participants. Instruction on the social and emotional skills of friendship and peer relationships, understanding and expressing emotions, and problem solving is critical for all children in the preschool classroom. However, there are likely to be individual children who have difficulty learning these skills. That difficulty might be expressed through more frequent behavior issues, difficulty with peer interactions, and challenges with emotional regulation. These are children who need more focused and intentional instruction.

Slide 94: Share these points with the participants. To individualize instruction, the teacher must identify a specific skill to teach and then how to provide systematic instruction and opportunities for practice. Whenever we individualize instruction in this manner, we also want to monitor child progress to make sure that our instruction is effective.

Slide 95: Share ideas about how to identify what target skill might be most important to teach.

96

Potential Instructional Strategies

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

Slide 96: (Handout 2.8: Instructional Strategies) Share that we will review four systematic instructional approaches that are evidence-based and have resulted in children learning a targeted skill efficiently.



- **Peer Mediated Strategies** – the use of a peer to teach social and play skills
- **Mand-Model** – a technique to use when prompting a child to verbalize a request or comment
- **Least-to-Most Prompting** – a technique that helps children use a skill that they have learned within the context of an activity or interaction
- **Most-to-Least Prompting** – a technique that can be used to teach a child a brand new skill that involves an action that can be physically guided

Handout 2.8

97

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.

Slide 97: Describe that peer mediated strategies are a powerful teaching technique as they involve the child's natural social partners. When teachers use peer mediated strategies, they also greatly expand the number of potential teachers in the classroom! The procedures involve:

- recruiting peers to serve as a buddy and support the target child for a short period of time;
- giving the peer buddy specific guidance about what they are to do with the target child;
- being mindful that children might want to relinquish their role as a buddy (thus, only require that the buddy stay with the child for a short period of time;
- prevent buddy burn out (this can occur if the child is difficult or non-responsive to the peer) by assigning two buddies to each target child.

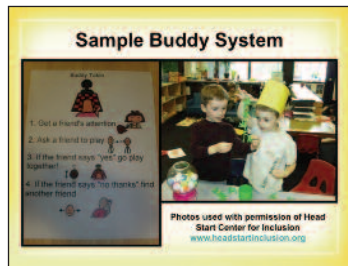
98

What Skills Did the Girl use in Teaching the Boy?

Video 2.21

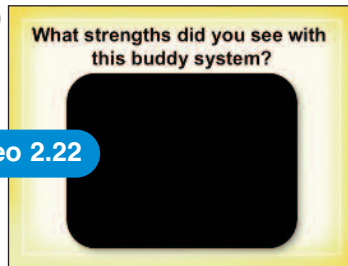
Slide 98: (Video 2.21 Peer Teaching) In this video watch a child in her peer buddy interactions with a boy who has autism. What skills is the girl teaching the boy?

99



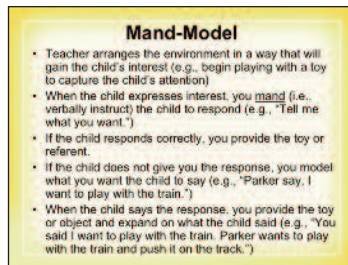
Slide 99: Share that teachers might also arrange activities that must be conducted with a buddy

100



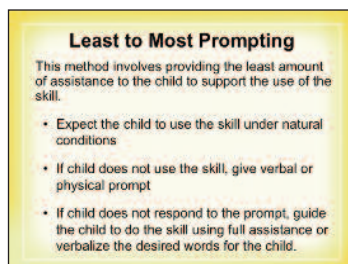
Slide 100: (Video 2.22 Buddy System) Inform the participants that in this video all children pick a buddy and play together for 10 minutes at the beginning of centers. This helps the child with social emotional needs explore a center with the support of a buddy and learn key skills.

101



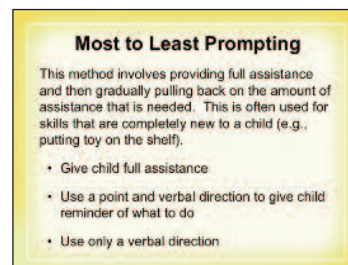
Slide 101: Mand-model is a systematic, evidence-based, teaching technique that can be used naturally by the teacher to promote children to talk to peers. Read the steps that are used. Share that once the target skill is identified that mand-model might be an appropriate technique to use in an embedded fashion throughout the day.

102



Slide 102: Least-to-most prompting is used when children might know the skill but don't use it fluently within activities or interactions. For example, the child might do the skill only when prompted. Read the steps to the participants. Explaining that doing the steps systematically and always in order is key to the success of the teaching strategy. In the literature, this technique is known as error-less teaching since the child can't fail. If the child does not do the skill independently, the teacher does it for the child.

103



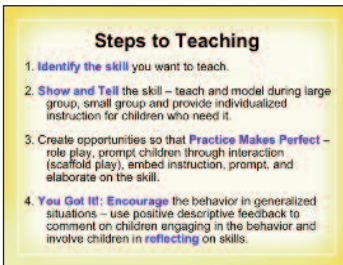
Slide 103: Most-to-least prompting is used when children are not familiar with the skill and might need full physical assistance to do the skill. For example, a teacher might use most-to-least prompting to teach a child to gain another child's attention by tapping the child on the shoulder. Read the steps of the procedure to the participants. Point out that this is also error-less learning. Over time the teacher's assistance is faded and the child does the skill independently.

104



Slide 104: Pulling it together. Share with participants that individualized instruction in this manner does not occur “on the fly”. In order to provide effective instruction on specific social and emotional skills, the teacher must intentionally plan the instruction that will be delivered.

105



Slide 105: Describe the four steps for planning instruction. The first is to identify the skill to teach. The skill might be introduced to all children in large or small group and be taught individually, using systematic instruction, to children who need extra assistance. The teacher should create many learning opportunities for children to practice the skill throughout the day and ensure that the child who needs extra assistance or individualized instruction receives multiple opportunities within multiple activities to learn the skill. Stress that the number of opportunities to learn and practice a skill is directly related to how quickly the child will learn the skill. Finally, too often teachers do not pay attention to the importance of supporting children to use the newly learned skills within other contexts. The teacher should provide positive descriptive feedback to children as they practice skills and use them in new situations. It is also important to offer children with an opportunity to reflect on their use of social and emotional skills. For example, the teacher might label an action of a child and then ask the child how the use of that skill affected a peer (e.g., “How did it make Joey feel when you gave him the truck?”).

106


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	Greeto peer during Good Morning song	
Free Choice	Stays with peer for 5 min	Chooses a friend to play with	Invite peers to play
Snack		Chooses 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

Slide 106: This activity skills matrix depicts the individual social and emotional learning goals for three children: Amy, Zane, and Tyler. Amy is working on identifying her emotions and playing with a peer for 5 minutes. Zane is working on initiating interactions and Tyler is working on inviting peers to play and offering help. The matrix indicates the learning opportunities where embedded instruction will occur for each of the children.

107

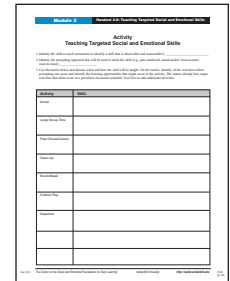
Table Activity

- 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



Slide 107: (Handout 2.9: Teaching Targeted Social and Emotional Skills).

In this activity, the speaker should assign groups to use video 1 or 2 (**Videos 2.23, 2.24**). The speaker will show two videos that depict two different children. After viewing the video, each table group will do the activity related to their assigned video. Each table group should watch their assigned video and then identify what social or emotional skill might be taught to the child. After identifying the skill, participants should identify what instructional prompting procedure (e.g., most-to-least, least-to-most, mand-model, peer-mediated strategies) might be used to teach the skill. After deciding how the skill will be taught, participants should use the activity/skill matrix to identify when embedded learning opportunities can occur within classroom activities.



Handout 2.9



Small Group Activity

108

Activity: Teaching Targeted Social and Emotional Skills




Video 2.23 **Video 2.24**

Slide 108: (Video 2.23: Targeting Skills 1 and Video 2.24: Targeting Skills 2) Assign each table group a video to watch. In **video 2.23**, the target child to watch is the boy in black jacket. In **video 2.24**, the target child to watch is the boy in yellow holding the phone.

109

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

Slide 109: Use this slide to remind the groups of their activity instructions. Give the groups 10 – 15 minutes to complete the activity. Select a few groups to quickly share back when the activity is completed. Provide feedback to groups if they fail to identify a discrete skill that might be taught or fail to identify a prompting procedure to use (e.g., slides 101-103).

110

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

Slide 110: When teaching social and emotional skills, the teacher should be vigilant in preventing challenging behavior from occurring.

VIII. Partnering with Families (20 minutes)

111

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

112

Power it Up!: Partnering with Families

113

Backpack Connection

114

Partnering with Families: Feelings Chart Goes Home

115

Partnering with Families: Tucker Goes Home

116

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!

117

Family Fun Night with Super Friend

118

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

VIII. Partnering with Families (20 minutes)

Slide 111: Social and emotional skills instruction can be powered up by partnering with families. Teachers should ensure that they help families have the resources they need to teach social and emotional skills. These might involve community resources to assist families who have needs or might involve helping families to learn how they can teach social and emotional skill at home or in the community.

Slide 112: Show an example of resources that might be created or used to give families information.

Slide 113: The backpack connection handouts that can be downloaded for free from www.challengingbehavior.org can be used by teachers to help families understand the social and emotional skills taught in the classroom and how they can be supported at home. They are available on a variety of topics.

Slides 114- 117: These slides provide ideas of how materials and strategies might be shared with families.



Small Group Activity



Slide 118: Table talk activity. At each table, the group should discuss two ways that they might “power up” their social emotional teaching by partnering with families. Challenge the table groups to come up with new or creative ideas. Do a share back from the groups and list all ideas on the **chart paper**.

IX. Action Planning (10 minutes)

119

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

120

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

IX. Action Planning (10 minutes)

Slide 119: Review key ideas

Slide 120: (Handout: Inventory of Practices) Ask participants to take out their Inventory of Practices. Have them examine the practices on the Action Plan for Individualized Intensive Interventions (p 21-26). Ask them to identify the strategies or practices they want to implement in their classroom.



Inventory of Practices