

**Session 4—Activity #13**

**Parent Encouragement and  
Positive Comments!**



Write an encouraging note or positive comment to yourself about something you did with your child this past week that you feel really proud about!



## Session 4 – Handout #14

### Feeling Words



Emotional Vocabulary is the ability to recognize, label, and understand feelings in one's self and other.

To Enhance Emotional Vocabulary:

- Talk about your feelings.
- Say to your child, "Tell me how that makes you feel."
- Teach new emotion words (e.g., frustrated, confused, anxious, excited, worried, disappointed).
- Talk about how characters in a book, video or on a TV show may feel.
- Reflect on specific situations and discuss feelings.
- Accept and support your child's expression of feelings.
- Use books and art activities to talk about emotions.
- Talk aloud about your own feeling in a variety of situations.
- Describe how your child's face looks or pictures of people in magazines and books.
- Pretend play with toy figurines, stuffed animals, or puppets and have them use "feeling words."

Feeling words that 3-5 year olds who are developing language typically understand: (Joseph 2001; Ridge, Walters, & Kuejaz, 1985)

Affectionate	Depressed	Happy	Sad
Agreeable	Disappointed	Ignored	Safe
Angry	Disgusted	Impatient	Satisfied
Annoyed	Ecstatic	Important	Scared
Awful	Embarrassed	Interested	Sensitive
Bored	Enjoying	Jealous	Serious
Brave	Excited	Joyful	Shy
Calm	Fantastic	Lonely	Stressed
Capable	Fearful	Lost	Strong
Caring	Fed-up	Loved	Sick
Cheerful	Free	Mad	Stubborn
Clumsy	Friendly	Nervous	Tense
Confused	Frustrated	Overwhelmed	Terrific
Comfortable	Gentle	Peaceful	Thoughtful
Cooperative	Generous	Pleasant	Thrilled
Creative	Glad	Proud	Tired
Cruel	Gloomy	Relaxed	Troubled
Curious	Guilty	Relieved	Unafraid



Embarrassed



Frustrated



Happy



Lonely



Loved



Mad



Nervous



Proud



Relaxed



Sad

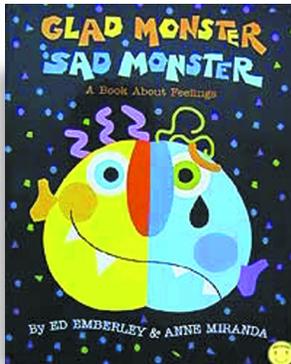


Scared

## Book Nook

## Session 4—Handout #15

## Using Books to Support Social Emotional Development

**Glad Monster Sad Monster**

By Ed Emberley &amp; Anne Miranda

Little Brown and Company, 1997

*Glad Monster Sad Monster* is a book about feelings with fun monster masks that children can try on and talk about times when they felt glad, sad, loving, worried, silly, angry and scared—just like the monsters! Each monster is a different color to represent specific emotions. For example, the yellow monster is glad when he gets to open presents, play ball, slurp ice cream and dance with his friend!

**Examples of activities that can be used while reading *Glad Monster Sad Monster* and throughout the day to promote social and emotional development:**

- While reading the story, pause and ask children if they feel the same way the monsters do. For example, do they feel glad when they get to play ball like the yellow monster? Ask what other kinds of things make them feel glad. Do they think the same kinds of things that make them feel glad would also make yellow monster feel glad?
- Show the monster masks while reading about each monster and have children talk about how they can tell what the monster feels by looking at his face. For example, Blue Monster has a frown on his face that makes him look like he might be feeling sad.
- After reading about each monster, have children try on the monster masks (or make their own monster masks and talk about times when they felt glad, sad, silly, etc.)
- Have children make glad monster/sad monster stick puppets. Give each child 2 blank paper circles (one yellow/one blue). Ask them to draw a glad monster face on the yellow circle and a sad monster face on the blue circle. Help them glue their monster faces back to back with a popsicle stick in the middle. Talk about or role play different situations and ask children to hold up their glad monster or sad monster puppet according to how they think the monster would feel. For example, explain that Purple Monster was playing with his favorite truck when Red Monster came and took it away because he wanted to play with it. Ask how they think that would make Purple Monster feel. Why? Have children think of other things that Red Monster could try if he wants to play with Purple Monster's truck.
- Make a chart that shows each color monster and emotion from the book (yellow/glad, blue/sad, pink/loving, orange/worried, purple/silly, red/angry, green/scared). Encourage each child (& teacher!) to put a mark, write their name or place a sticker beside the monster that shows how they are feeling that day. Ask why they feel that way. With the help of the children, count the number of marks to see how many children feel glad, sad, silly, etc. Talk about/problem solve what they can do to change the way they feel if they marked that they are feeling worried or angry.

Reading the same book for several days in a row is a great way to provide more opportunities for children to feel confident and competent, which is an important part of social and emotional development. Children become able to talk about the story, predict what will happen next, learn new vocabulary words, talk about their own experiences in relation to the story and even make up their own story! Try reading *Glad Monster Sad Monster* for several days in a row and use some of the ideas, activities and teaching opportunities listed below to enhance children's social and emotional skills.



## Monsters

Talk about the monsters in the book. Ask children if they have ever seen a movie or read a different book about monsters. How did those monsters make them feel? Refer back to any books that you have read in class that had a monster. Ask the children if they can remember some of the emotions that the monsters felt in the book. What made the monsters feel this way?

**Music/Movement:** Have children create a name for 2 or 3 different monsters using feeling words (Hank the Happy Monster, Allie the Angry Monster, Wu-Ying the Worried Monster, Sam the Silly Monster, etc.). Write these on a chart that everyone can see. Together, talk about how each monster might move. For example, Hank the Happy Monster might skip around and jump for joy, while Allie the Angry Monster might move by stomping her feet and raising her arms above her head! Create a game by telling the children that when you call out the name of one of the monsters, everyone will move like that monster. You might want to play monster's background music while you are all moving like the monsters!

**Art:** Let each child make a "feeling monster" by using a paper cup or toilet/paper towel tube and attaching various items to it (yarn, buttons, pipe cleaners, pom poms, ribbon, etc.). Children can make "feeling" faces on their monsters and give their monsters a feeling name! Talk to children about their monster—what is their monster feeling. Why does their monster feel that way? What happened? They can also write a story about their feeling monster and make their own book!

**Literacy/Writing:** Have children create their own Glad Monster Sad Monster Book. Have a copy of the book at the literacy/writing center. Remind children how each monster in the book talked about activities or events that made them feel a certain way. Children can pick which emotions they want to use for their book and then draw pictures of the monster as well as pictures of the things that make them feel that way. For example, children might pick the pink monster (loving), they would draw their "loving" monster and then draw things that make them feel loved such as being hugged by mom and dad, baking cookies with grandma, playing ball with dad, reading a book with mom, playing a game with their teacher, playing with their friend etc... Adults can help children write the words in their book to describe the pictures.

## Children's Book List

16

## Session 4—Handout #16

## Being a Friend

- A Rainbow of Friends* by P.K. Hallinan (Ages 4-8)  
*Best Friends* by Charlotte Labaronne (Ages 3-5)  
*Can You Be a Friend?* by Nita Everly (Ages 3-6)  
*Can You Talk to Your Friends?* by Nita Everly (Ages 3-6)  
*Care Bears Caring Contest* by Nancy Parent (Ages 3-6)  
*Care Bears The Day Nobody Shared* by Nancy Parent (Ages 3-6)  
*Fox Makes Friends* by Adam Relf (Ages 3-5)  
*Gigi and Lulu's Gigantic Fight* by Pamela Edwards (Ages 3-7)  
*Heartprints* by P.K. Hallinan (Ages 3-6)  
*How Do Dinosaurs Play with Their Friends* by Jane Yolen and Mark Teague (Ages 3-5)  
*How to be a Friend* by Laurie Krasny Brown and Marc Brown (Ages 4-8)  
*Hunter's Best Friend at School* by Laura Malone Elliot (Ages 4-7)  
*I'm a Good Friend!* by David Parker (Ages 3-5)  
*I Can Share* by Karen Katz (Ages infant-5)  
*I Can Cooperate!* by David Parker (Ages 3-5)  
*I am Generous!* by David Parker (Ages 2-5)  
*I'm Sorry* by Sam McBratney (Ages 4-7)  
*It's Hard to Share My Teacher* by Joan Singleton Prestine (Ages 5-6)  
*Jamberry* by Bruce Degan (Ages 2-5)  
*Join In and Play* by Cheri Meiners (Ages 3-6)  
*The Little Mouse, The Red Ripe Strawberry, and The Big Hungry Bear* by Don & Audry Wood (Ages 2-5)  
*Making Friends* by Fred Rogers (Ages 3-5)  
*Making Friends* by Janine Amos (Ages 4-8)  
*Matthew and Tilly* by Rebecca C. Jones (Ages 4-8)  
*Mine! Mine! Mine!* By Shelly Becker (Ages 3-5)  
*Mine! A Backpack Baby Story* by Miriam Cohen (Ages infant-2)  
*My Friend Bear* by Jez Alborough (Ages 3-8)  
*My Friend and I* by Lisa John-Clough (Ages 4-8)  
*One Lonely Sea Horse* by Saxton Freymann & Joost Elffers (Ages 4-8)  
*Perro Grande...Perro Pequeno/Big Dog...Little Dog* by P.D. Eastman (Ages 4-8)  
*The Rainbow Fish* by Marcus Pfister (Ages 3-8)  
*Share and Take Turns* by Cheri Meiners (Ages 5-8)  
*Sharing How Kindness Grows* by Fran Shaw (Ages 3-5)  
*The Selfish Crocodile* by Faustin Charles and Michael Terry (Ages 4-7)  
*Simon and Molly plus Hester* by Lisa Jahn-Clough (Ages 5-8)  
*Sometimes I Share* by Carol Nicklaus (Ages 4-6)  
*Strawberry Shortcake and the Friendship Party* by Monique Z. Sephens (Ages 2-5)  
*Sunshine & Storm* by Elisabeth Jones (Ages 3-5)  
*Talk and Work it Out* by Cheri Meiners (Ages 3-6)  
*That's What a Friend Is* by P.K. Hallinan (Ages 3-8)  
*We Are Best Friends* by Alikei (Ages 4-7)

### Accepting Different Kinds of Friends

*And Here's to You* by David Elliott (Ages 4-8)  
*Big Al* by Andrew Clements (Ages 4-8)  
*The Brand New Kid* by Katie Couric (Ages 3-8)  
*Chester's Way* by Kevin Henkes (Ages 5-7)  
*Chrysanthemum* by Kevin Henkes (Ages 4-8)  
*Franklin's New Friend* by Paulette Bourgeois (Ages 5-8)  
*Horace and Morris But Mostly Dolores* by James Howe (Ages 4-8)  
*I Accept You as You Are!* by David Parker (Ages 3-5)  
*It's Okay to Be Different* by Todd Parr (Ages 3-8)  
*Margaret and Margarita* by Lynn Reiser (Ages 5-8)

### General Feelings

*ABC Look at Me* by Roberta Grobel Intrater (Ages infant-4)  
 "Baby Faces" books (most are by Roberta Grobel Intrater) (Ages infant-4)  
*Baby Faces* by Margaret Miller (Ages infant-3)  
*Baby Senses Sight* by Dr.S. Beaumont (ages infant -3)  
*Can You Tell How Someone Feels?* (Early Social Behavior Book Series) by Nita Everly (Ages 3-6)  
*Double Dip Feelings* by Barbara Cain (Ages 5-8)  
*The Feelings Book* by Todd Parr (Ages 3-8)  
*Feeling Happy* by Ellen Weiss (Ages infants -3)  
*Glad Monster, Sad Monster* by Ed Emberley & Anne Miranda (Ages infant-5)  
*The Grouchy Ladybug* by Eric Carle (Ages 1-6)  
*The Pout Pout Fish* by Deborah Diesen (Ages 3-5)  
*The Three Grumpies* by Tamra Wight (Ages 4-8)  
*Happy and Sad, Grouchy and Glad* by Constance Allen (Ages 4-7)  
*How Are You Peeling: Foods with Moods/Vegetal como eres: Alimentos con sentimientos* by Saxton Freymann (Ages 5-8)  
*How Do I Feel?* by Norma Simon (Ages 2-7)  
*How Do I Feel? Como me siento?* by Houghton Mifflin (Ages infant-4)  
*How I Feel Proud* by Marcia Leonard (Ages 2-6)  
*How I Feel Silly* by Marcia Leonard (Ages 2-6)  
*How Kind* by Mary Murphy (ages 2-5)  
*I Am Happy* by Steve Light (Ages 3-6)  
*If You're Happy and You Know it!* by Jane Cabrera (Ages 3-6)  
*Little Teddy Bear's Happy Face Sad Face* by Lynn Offerman (a first book about feelings)  
*Lizzy's Ups and Downs* by Jessica Harper (Ages 3-9)  
*My Many Colored Days* by Dr. Seuss (Ages 3-8)  
*On Monday When It Rained* by Cheryl Kachenmeister (Ages 3-8)  
*Proud of Our Feelings* by Lindsay Leghorn (Ages 4-8)  
*See How I Feel* by Julie Aigner-Clark (Ages infant-4)  
*Sometimes I Feel Like a Storm Cloud* by Leslie Evans (Ages 4-8)  
*Smudge's Grumpy Day* by Miriam Moss (Ages 3-8)

*The Way I Feel* by Janan Cain (Ages 4-8)  
*Today I Feel Silly & Other Moods That Make My Day* by Jamie Lee (Ages 3-8)  
*The Way I Feel* by Janan Cain (Ages 3-6)  
*What Makes Me Happy?* by Catherine & Laurence Anholt (Ages 3-6)  
*What I Look Like When I am Confused/Como me veo cuando estoy confundido*  
 (Let's Look at Feeling Series) by Joanne Randolph (Ages 5-8)  
*When I Feel Frustrated* by Marcia Leonard (Ages 2-6)  
*When I Feel Jealous* by Marcia Leonard (Ages 2-6)feelings)  
*Lizzy's Ups and Downs* by Jessica Harper (Ages 3-9)  
*My Many Colored Days* by Dr. Seuss (Ages 3-8)  
*On Monday When It Rained* by Cheryl Kachenmeister (Ages 3-8)  
*Proud of Our Feelings* by Lindsay Leghorn (Ages 4-8)  
*See How I Feel* by Julie Aigner-Clark (Ages infant-4)  
*Sometimes I Feel Like a Storm Cloud* by Lezlie Evans (Ages 4-8)  
*Smudge's Grumpy Day* by Miriam Moss (Ages 3-8)  
*The Way I Feel* by Janan Cain (Ages 4-8)  
*Today I Feel Silly & Other Moods That Make My Day* by Jamie Lee (Ages 3-8)  
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*What Makes Me Happy?* by Catherine & Laurence Anholt (Ages 3-6)  
*What I Look Like When I am Confused/Como me veo cuando estoy confundido*  
 (Let's Look at Feeling Series) by Joanne Randolph (Ages 5-8)  
*When I Feel Frustrated* by Marcia Leonard (Ages 2-6)  
*When I Feel Jealous* by Marcia Leonard (Ages 2-6)

### Happy Feelings

*Amadeus is Happy* by Eli Cantillon (Ages 2-5)  
*Feeling Happy* by Ellen Weiss (ages 2-5)  
*If You're Happy and You Know it!* by David Carter (Ages 2-6)  
*If You're Happy and You Know It* by Scholastic/Taggies book (Ages infant-2)  
*The Feel Good Book* by Todd Parr (Ages 3-6)  
*Peekaboo Morning* by Rachel Isadora (Ages 2-5)  
*When I Feel Happy* by Marcia Leonard (Ages 2-6)

### Sad Feelings

*Let's Talk About Feeling Sad* by Joy Wilt Berry (Ages 3-5)  
*Franklin's Bad Day* by Paulette Bourgeois & Brenda Clark (Ages 5-8)  
*How I Feel Sad* by Marcia Leonard (Ages 2-6)  
*Hurty Feelings* by Helen Lester (Ages 5-8)  
*Knuffle Bunny* by Mo Willems (Ages 3-6)  
*Sometimes I Feel Awful* by Joan Singleton Prestine (Ages 5-8)  
*The Very Lonely Firefly* by Eric Carle (Ages 4-7)  
*When I'm Feeling Sad* by Trace Moroney (Ages 2-5)

### Angry or Mad Feelings

*Alexander and the Terrible, Horrible, No Good, Very Bad Day* by Judith Viorst (Ages 4-8)  
*Andrew's Angry Words* by Dorothea Lackner (Ages 4-8)  
*Bootsie Barker Bites* by Barbara Bottner (Ages 4-8)  
*The Chocolate Covered Cookie Tantrum* by Deborah Blementhal (Ages 5-8)  
*How I Feel Frustrated* by Marcia Leonard (Ages 3-8)  
*How I Feel Angry* by Marcia Leonard (Ages 2-6)  
*Llama Llama Mad at Mama* by Anna Dewdney (Ages 2-5)  
*Sometimes I'm Bombaloo* by Rachel Vail (Ages 3-8)  
*That Makes Me Mad!* by Steven Kroll (Ages 4-8)  
*The Rain Came Down* by David Shannon (Ages 4-8)  
*When I'm Angry* by Jane Aaron (Ages 3-7)  
*When I'm Feeling Angry* by Trace Moroney (Ages 2-5)  
*When I Feel Angry* by Cornelia Maude Spelman (Ages 5-7)  
*When Sophie Gets Angry – Really, Really Angry* by Molly Garrett (Ages 3-7)  
*Lily's Purple Plastic Purse* by Kevin Henkes. (Ages 4-8)

### Scared or Worried Feelings

*Creepy Things are Scaring Me* by Jerome and Jarrett Pumphrey (Ages 4-8)  
*Franklin in The Dark* by Paulette Bourgeois & Brenda Clark (Ages 5-8)  
*How I Feel Scared* by Marcia Leonard (Ages 2-6)  
*I Am Not Going to School Today* by Robie H. Harris (Ages 4-8)  
*No Such Thing* by Jackie French Koller (Ages 5-8)  
*Sam's First Day* (In multiple languages) by David Mills & Lizzie Finlay (Ages 3-7)  
*Sheila Rae, the Brave*, by Kevin Henkes (Ages 5-8)  
*Wemberly Worried* by Kevin Henkes (Ages 5-8)  
*When I'm Feeling Scared* by Trace Moroney (Ages 2-5)  
*When I Feel Scared* by Cornelia Maude Spelman (Ages 5-7)

### Caring About Others and Empathy

*Bear Feels Sick* by Karma Wilson and Jane Chapman (Ages 3-5)  
*Can You Tell How Someone Feels* by Nita Everly (ages 3-6)  
*Understand and Care* by Cheri Meiners (Ages 3-6)  
*When I Care about Others* by Cornelia Maude Spelman (Ages 5-7)

### Problem Solving

*Don't Let the Pigeon Drive the Bus* by Mo Willems (Ages 2-7)  
*Don't Let the Pigeon Stay Up Late!* by Mo Willems (Ages 2-7)  
*I Did It, I'm Sorry* by Caralyn Buehner (Ages 5-8)  
*It Wasn't My Fault* by Helen Lester (Ages 4-7)  
*Talk and Work it Out* by Cheri Meiners (Ages 4-8)

## Self Confidence

*ABC I like Me* by Nancy Carlson (Ages 4-6)  
*Amazing Grace* by Mary Hoffman (Ages 4-8)  
*Arthur's Nose*, by Marc Brown (Ages 3-8)  
*The Blue Ribbon Day* by Katie Couric (Ages 4-8)  
*Can You Keep Trying* by Nita Everly (Ages 3-6)  
*I Can Do It Myself* (A Sesame Street Series) by Emily Perl Kingsley (Ages 2-4)  
*I'm in Charge of Me!*, by David Parker (Ages 3-5)  
*I am Responsible!*, by David Parker (Ages 3-5)  
*The Little Engine that Could* by Watty Piper (Ages 3-7)  
*Susan Laughs* by Jeanne Willis (Ages 4-7)  
*Too Loud Lilly* by Sophia Laguna (Ages 4-7)  
*Try and Stick With It* by Cheri Meiners (Ages 4-8)  
*26 Big Things Little Hands Can Do* by Coleen Paratore (Ages 1-6)  
*The Very Clumsy Click Beetle* by Eric Carle (Ages 3-7)  
*Whistle for Willie/Sebale a Willie* by Erza Jack Keats (Ages 4-7))  
*You Can Do It, Sam* by Amy Hest (Ages 2-6)

## Good Behavior Expectations

*Can You Listen with Your Eyes?* by Nita Everly (Ages 3-6)  
*Can You Use a Good Voice?* by Nita Everly (Ages 3-6)  
*David Goes to School* by David Shannon (Ages 3-8)  
*David Gets in Trouble* by David Shannon (Ages 3-8)  
*Excuse Me!: A Little Book of Manners* by Karen Katz (Ages infant-5)  
*Feet Are Not for Kicking* (available in board book) by Elizabeth Verdick (Ages 2-4)  
*Hands are Not for Hitting* (available in board book) by Martine Agassi (Ages 2-8)  
*Hands Can* by Cheryl Willis Hudson (ages 1-5)  
*I Tell the Truth!* by David Parker (Ages 3-5)  
*I Show Respect!* by David Parker (Ages 3-5)  
*Know and Follow Rules* by Cheri Meiners (Ages 3-6)  
*Listen and Learn* by Cheri Meiners (Ages 3-6)  
*No Biting* by Karen Katz (Ages infant-5)  
*No David* by David Shannon (Ages 3-8)  
*No Hitting* by Karen Katz (Ages infant-5)  
*Please Play Safe! Penguin's Guide to Playground Safety* by Margery Cuyler (Ages 2-5)  
*26 Big Things Small Hands Can Do* by Coleen Paratore (Ages 3-5)  
*Quiet and Loud* by Leslie Patricelli (Ages 1-3)  
*Words Are Not for Hurting* by Elizabeth Verdick (Ages 3-6)

## Family Relationships

*Are You My Mother?* by P.D. Eastman and Carlos Rivera (Ages infant-5)  
*Baby Dance* by Ann Taylor (Ages infant-4)  
*Because I Love You So Much* by Guido van Genechten (Ages 2-5)  
*Counting Kisses* by Karen Katz (Ages infant-5)  
*Full, Full, Full of Love* by Trish Cooke (Ages 4-6)  
*Don't Forget I Love You* by Mariam Moss (Ages 2-7)  
*Guess How Much I Love You* By Sam McBratney (Ages infant-5)  
*Guji Guji* by Chih-Yuan Chen (Ages 5-8)  
*How Do I Love You?* by P.K. Hallinan (Ages infant-5)  
*I Love it When You Smile* by Sam McBratney (Ages 3-5)  
*I Love You All Day Long* by Francesca Rusackas (Ages 3-5)  
*I Love You: A Rebus Poem*, by Jean Marzollo (Ages 1-6)  
*I Love You the Purplest*, by Barbara M. Joose (Ages 4-8)  
*I Love You Through and Through* by Bernadette Rossetti-Shustak (Ages 1-5)  
*The Kissing Hand* by Audrey Penn (Ages 3-8)  
*Koala Lou* By Mem Fox (Ages 4-7)  
*Mama, Do You Love Me?/Me quieres, mama?* By Barbara Joose (Ages 3-6)  
*More, More, More, Said the Baby: Three Love Stories* By Vera B. Williams Morrow (Ages infant-3)  
*No Matter What* by Debi Gliori (Ages 2-5)  
*Owl Babies* by Martin Waddell (Ages 3-7)  
*Please, Baby, Please* by Spike Lee (Ages infant-5)  
*Te Amo Bebe, Little One* by Lisa Wheeler (Ages infant-3)  
*You're All My Favorites* by Sam Mc Bratney (Ages 5-7)

## Bullying/Teasing

*A Weekend with Wendell*, by Kevin Henkes (Ages 4-8)  
*The Berenstain Bears and the Bully* by San and Jan Berenstain (Ages 4-7)  
*Big Bad Bruce* by Bill Peet (Ages 4-8)  
*Chester's Way* by Kevin Henkes (Ages 5-7)  
*Coyote Raid in Cactus Canyon* J. Arnosky (Ages 4-8)  
*Gobbles!* By Ezra Jack Kets (Ages 4-8)  
*Hats* by Kevin Luthardt (Ages 3-6)  
*Hooway for Wodney Wat!* by Helen Lester (Ages 5-8)  
*Hugo and the Bully Frogs* by Francesca Simon (Ages 3-7)

## Grief and Death

*The Fall of Freddie the Leaf* by Leo Buscaglia (Ages 5-adult)  
*Goodbye Mousie* by Robert Harris (Ages 3-8)  
*I Miss You* by Pat Thomas (Ages 4-8)  
*The Next Place* by Warren Hanson (Ages 5-adult)  
*Sad Isn't Bad: Grief Guidebook for Kids Dealing with Loss Series* by Michaelene Mundy (Ages 5-8)

**Session 4 – Activity #17**  
**Children’s Book Activity**

**Using Children’s Books to Promote  
Your Child’s Social-Emotional Development**



Read the book with your partner.

Did you like the book? Why?

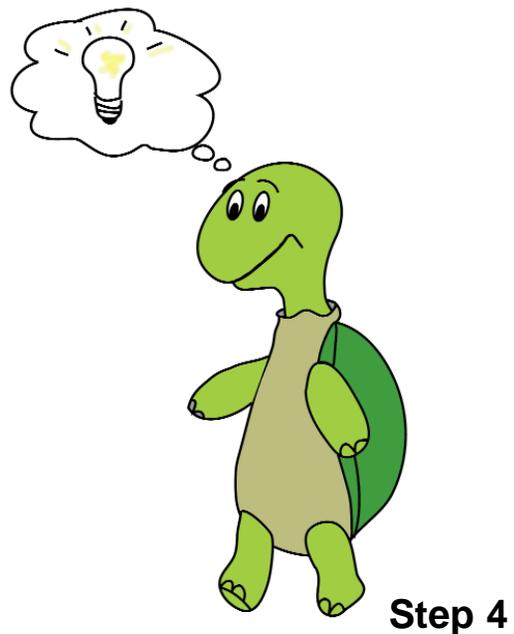
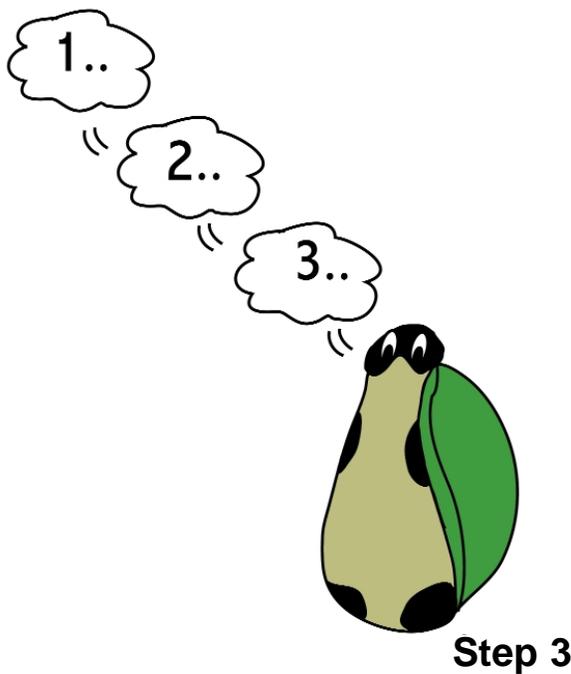
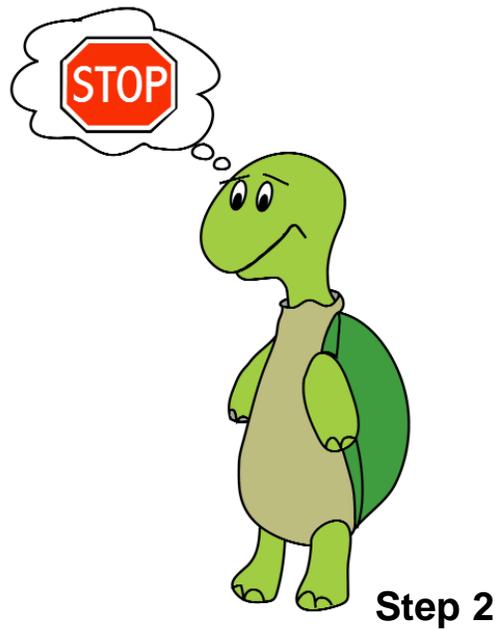
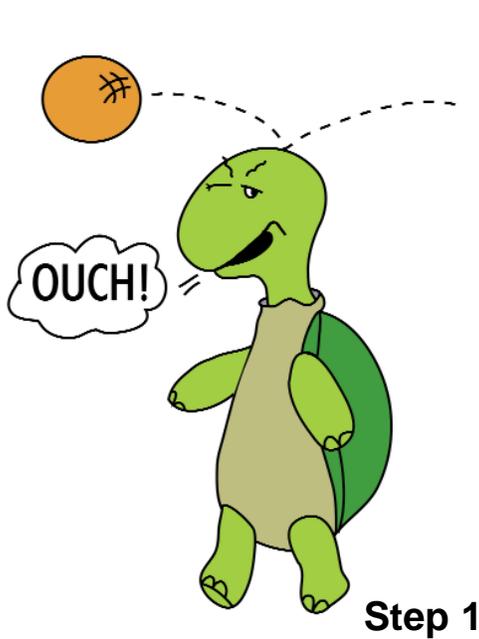
What kinds of emotional words or feeling words are in the book?

What kinds of fun activities could you do with your child based on the book?

Session 4 –Handout #18

# Turtle Technique

(Includes Picture Cues, Tucker Turtle Story, Teaching Tips, and Puppet Pattern)



# Tucker Turtle Takes Time to Tuck and Think

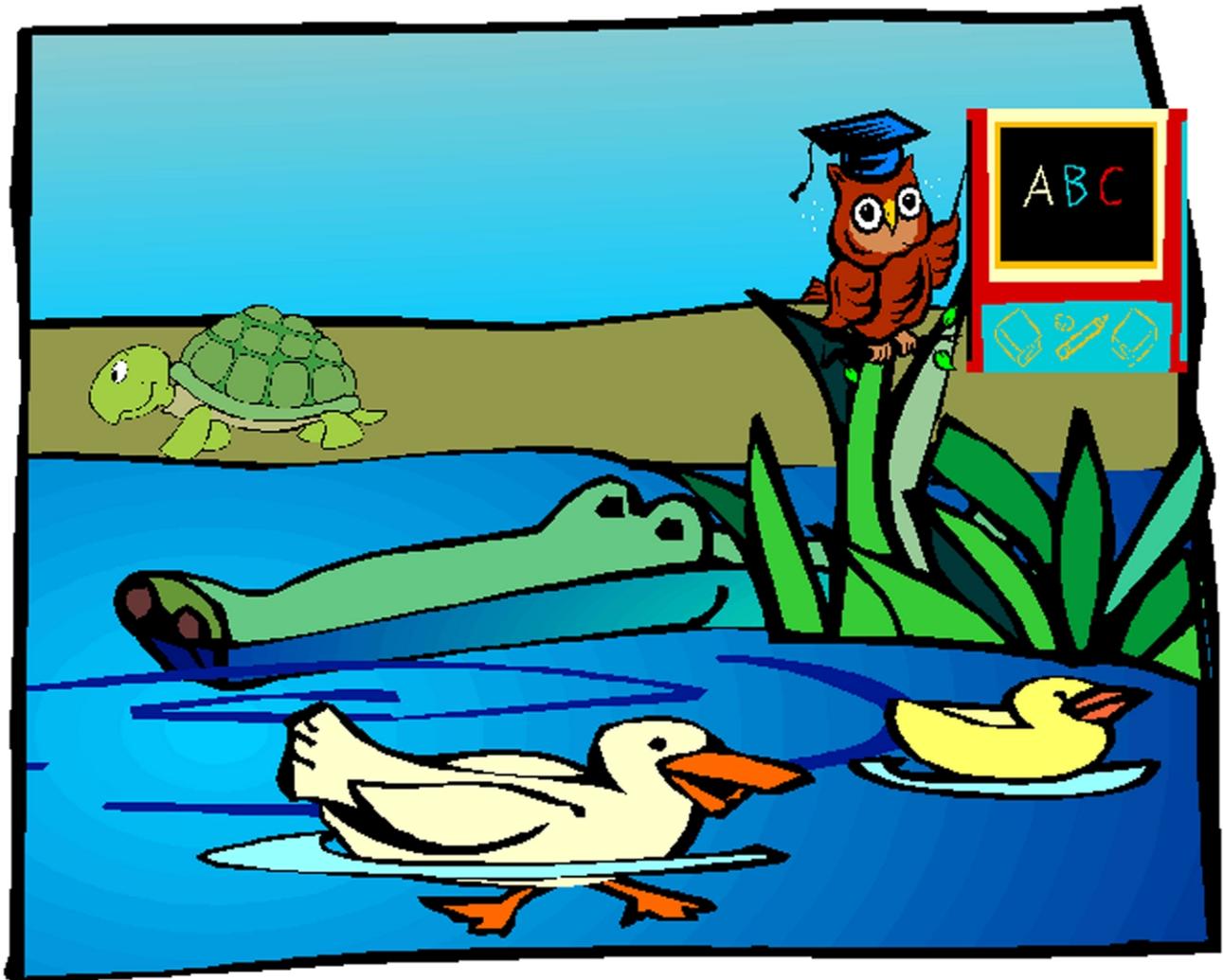


A scripted story to assist families with teaching the “Turtle Technique”

By Rochelle Lentini

Adapted for Families September 2006

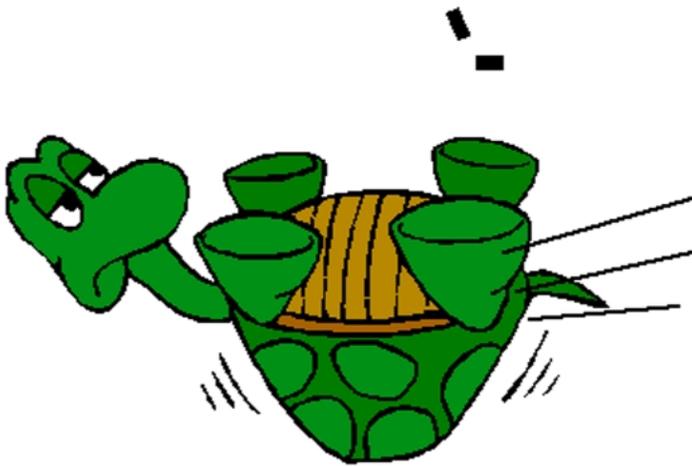
Tucker Turtle is a terrific turtle. He likes to play with his friends at the park and in his backyard.



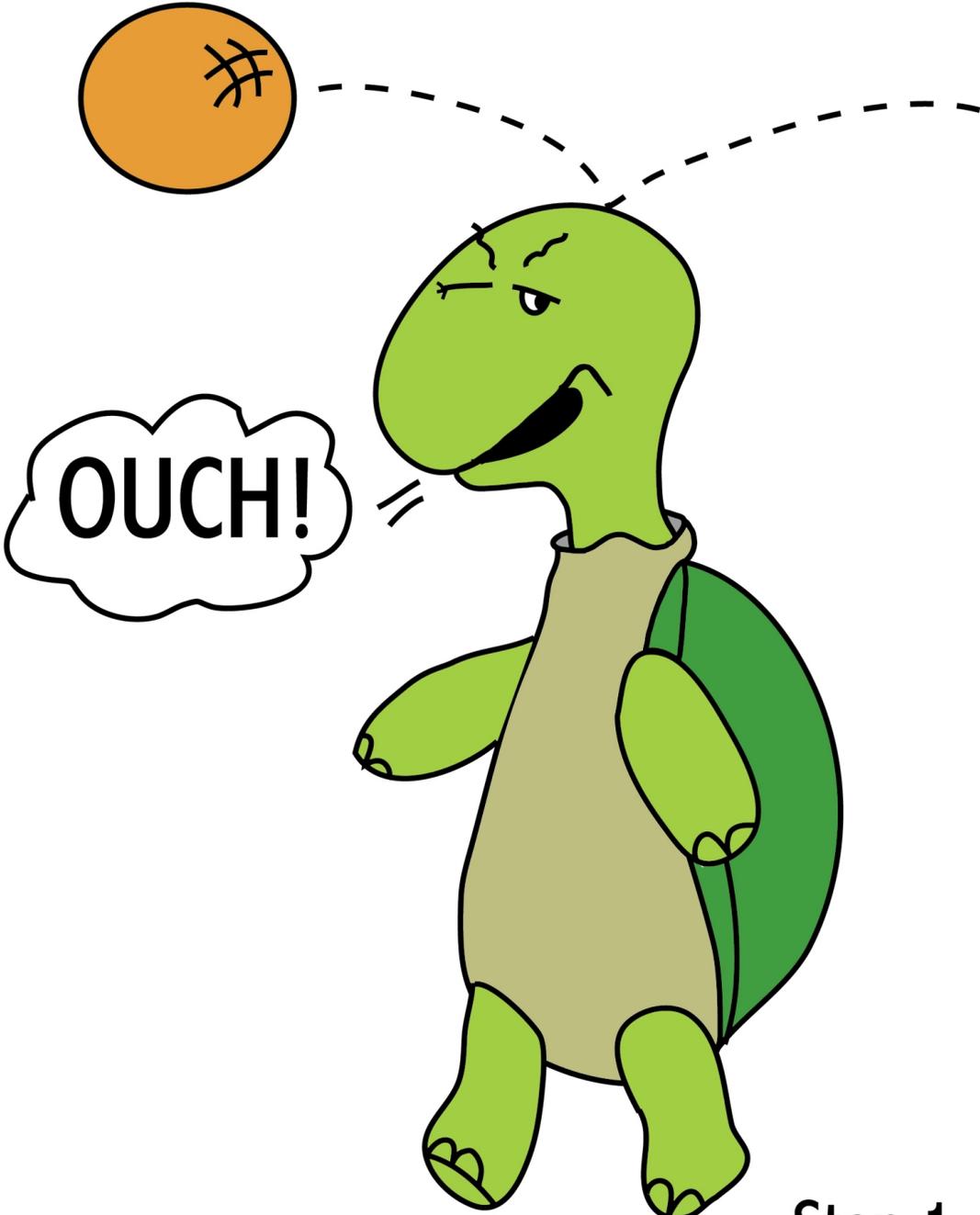
But sometimes things happen that can make Tucker really mad.



When Tucker got mad, he used to hit, kick, or yell at his friends. His friends would get mad or upset when he hit, kicked, or yelled at them.

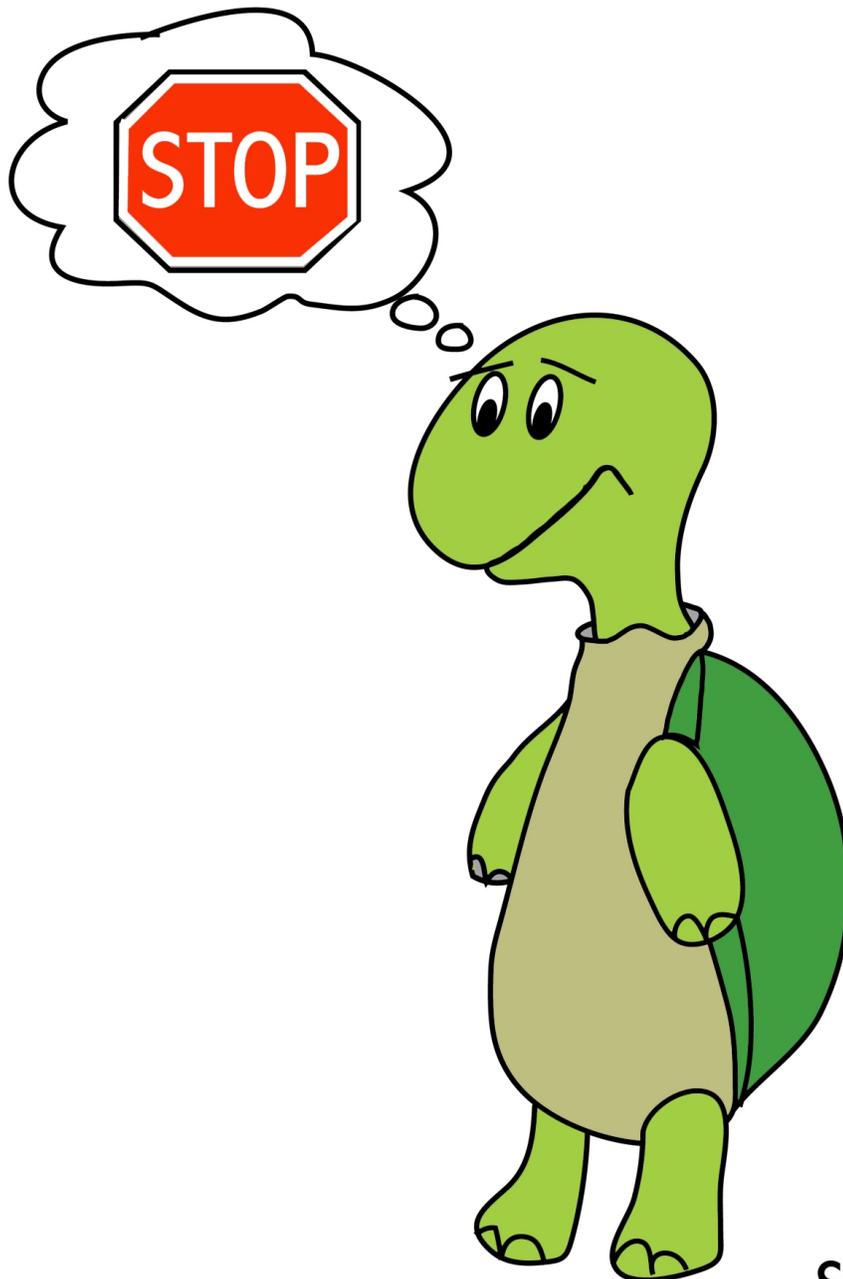


Tucker now knows a new way to “think like a turtle” when he gets mad.



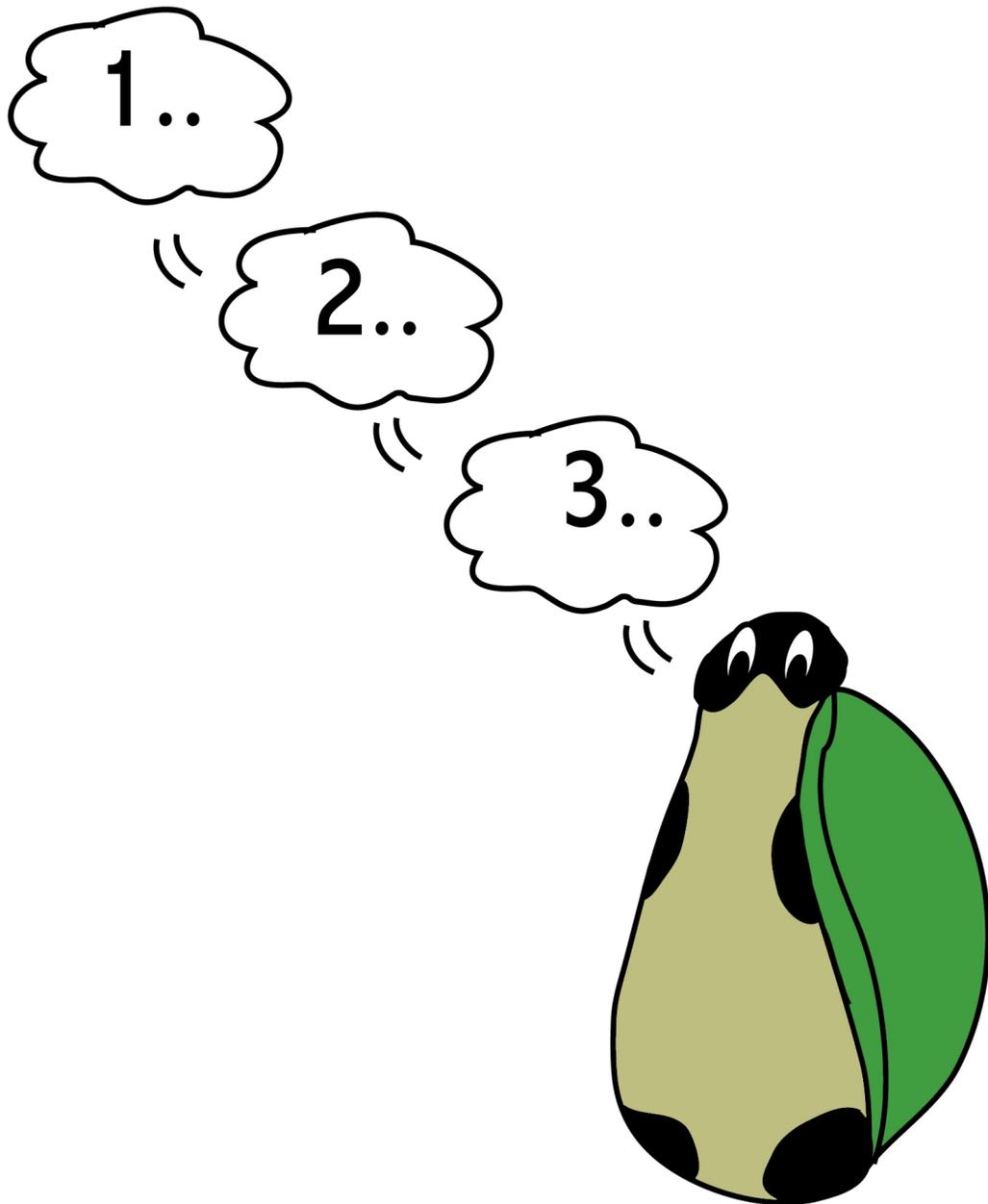
Step 1

He can **stop** and keep his hands, body, and yelling to himself!



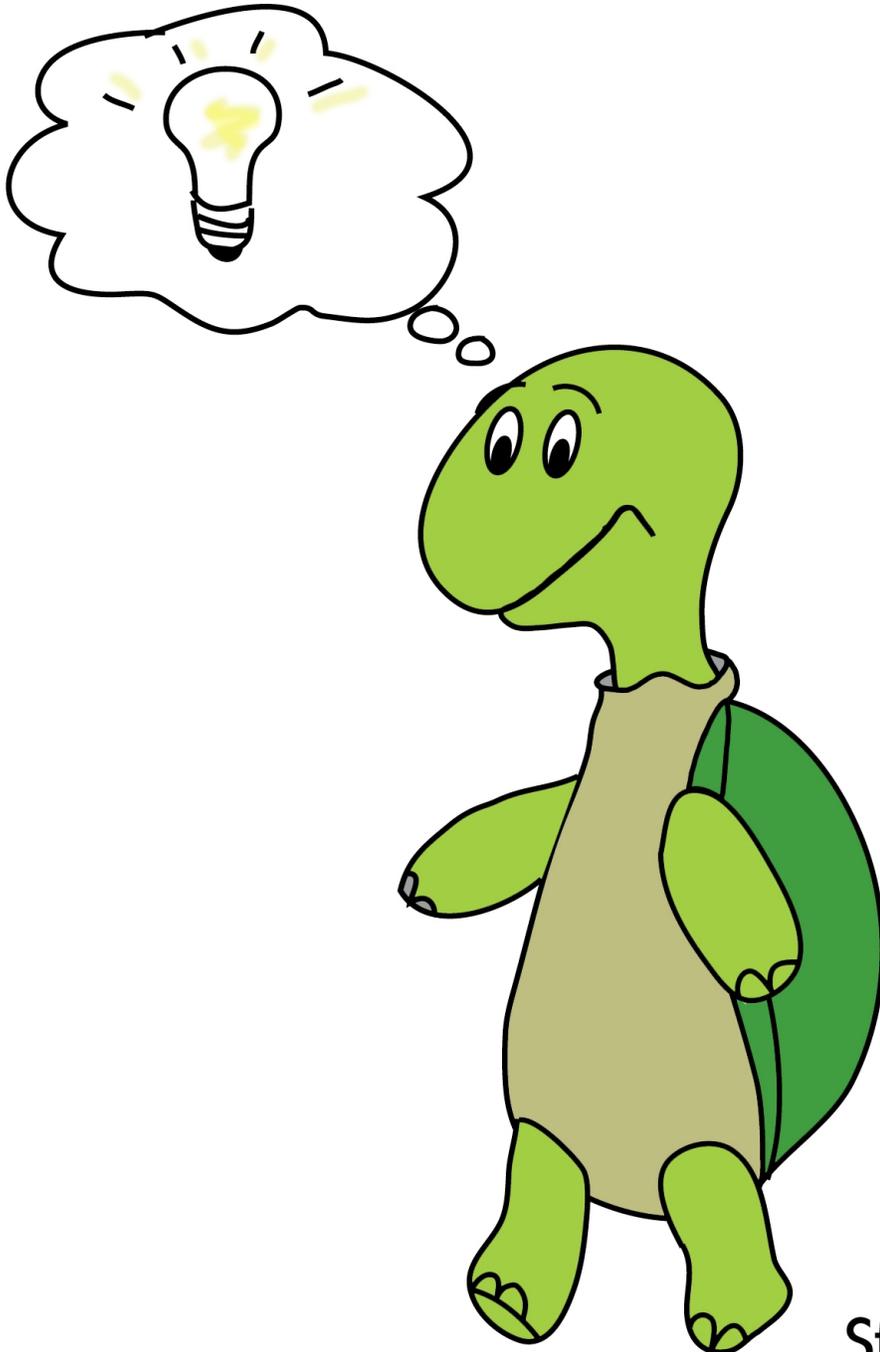
Step 2

He can **tuck** inside his shell and **take 3 deep breaths to calm down.**



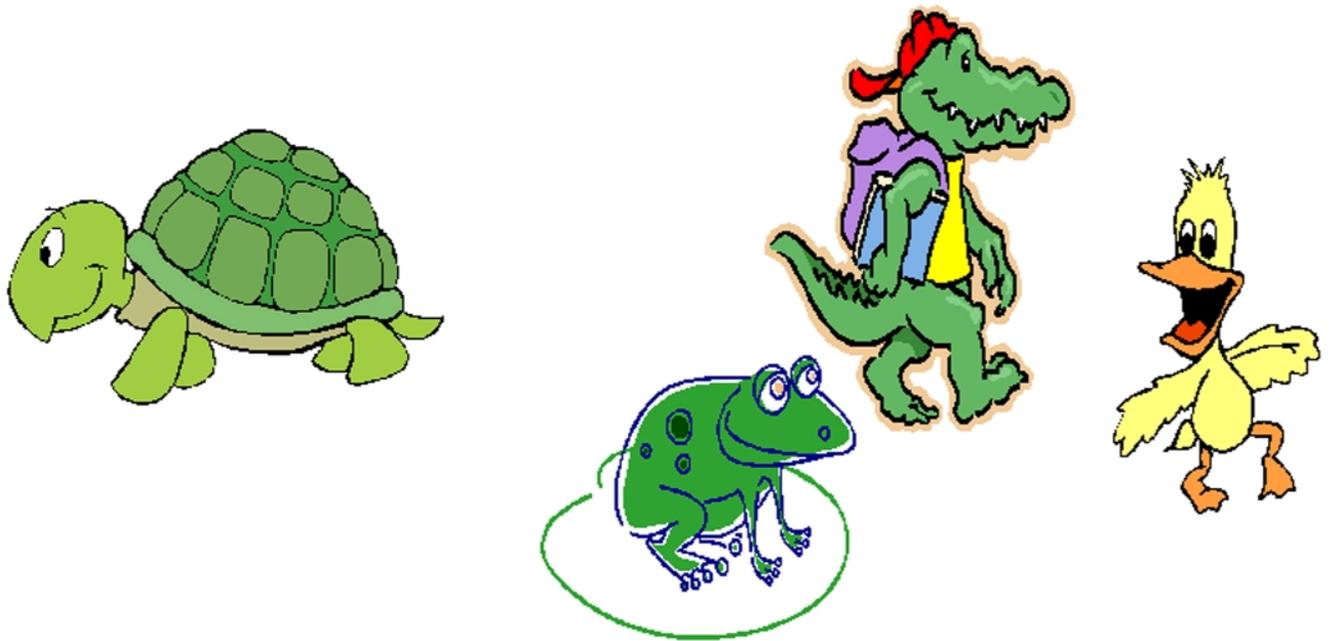
Step 3

Tucker can then **think of a solution** or a way to make it better.



Step 4

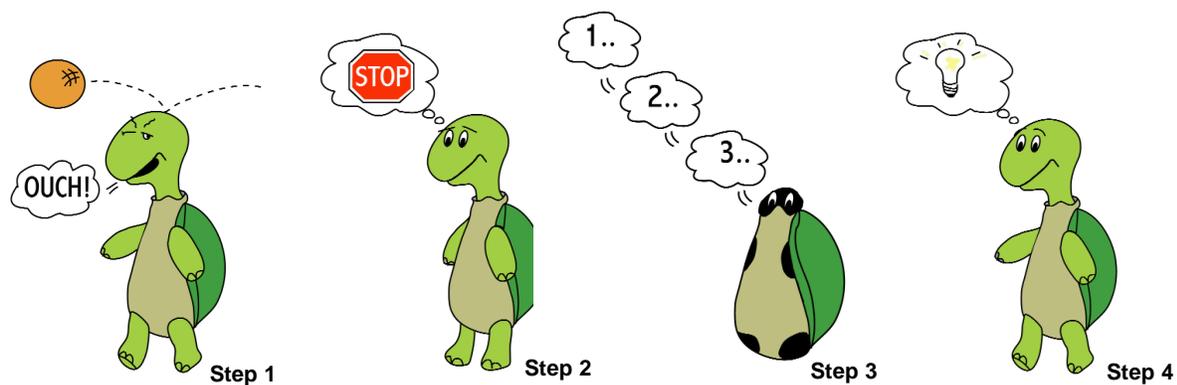
Tucker's friends are happy when he plays nicely and keeps his body to himself. Friends also like it when Tucker uses nice words or has an adult help him when he is upset.



The End.

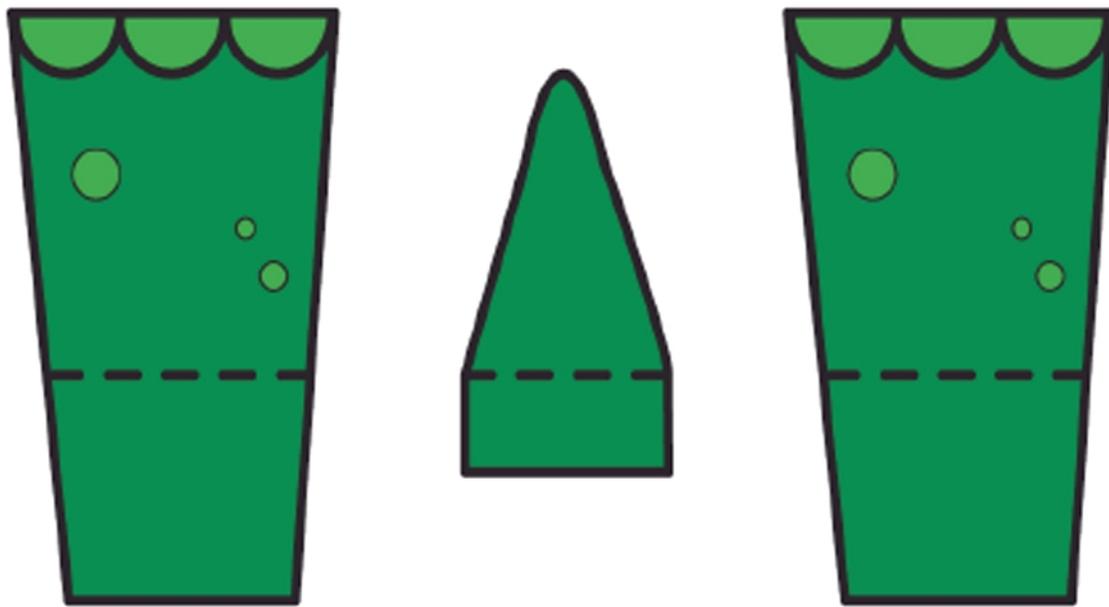


# Teaching Tips on the Turtle Technique

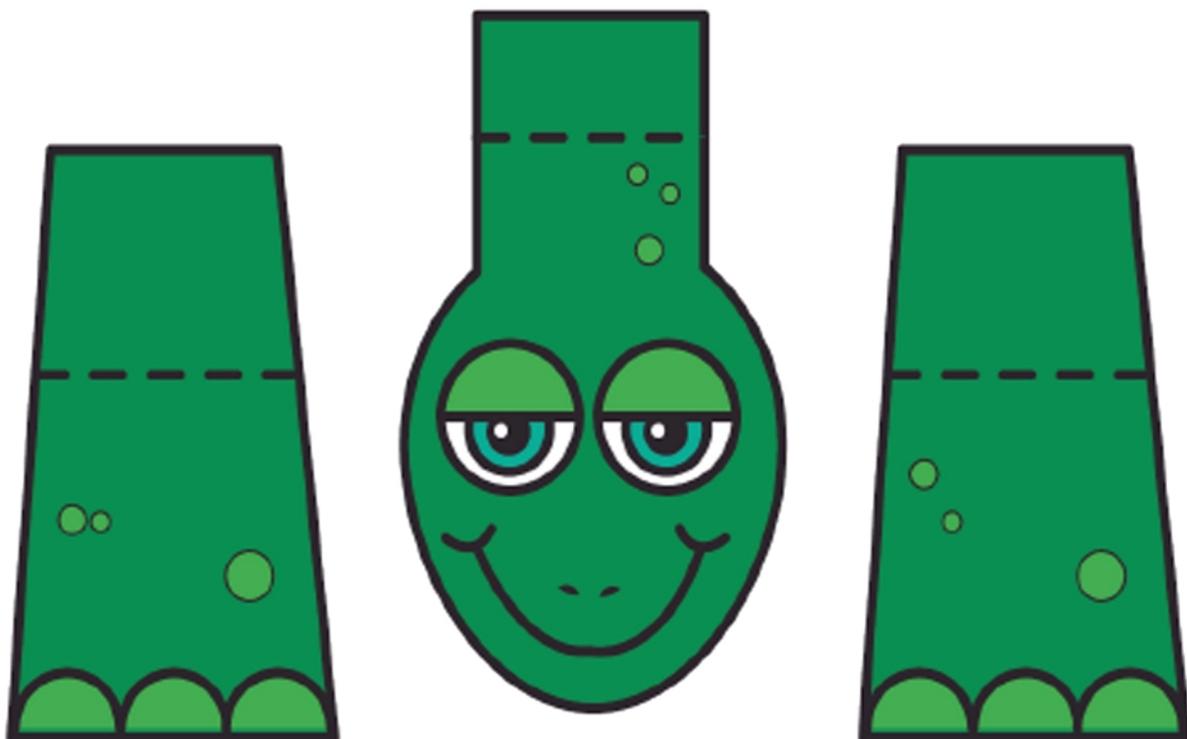


Tucker's friends are happy when he plays nicely

- Model remaining calm.
- Teach your child the steps of how to control feelings and calm down ("think like a turtle").
  - Step 1: Recognize your feeling(s).
  - Step 2: Think "stop."
  - Step 3: Tuck inside your "shell," and take 3 deep breaths.
  - Step 4: Come out when calm, and think of a "solution."
- Practice steps frequently.
- Prepare for and help your child handle possible disappointment or change and "to think of a solution."
- Recognize and comment when your child stays calm.



# TURTLE TECHNIQUE



Session 4—Handout #19  
Problem Solving

## 19

Create opportunities to problem solve by setting up situations:

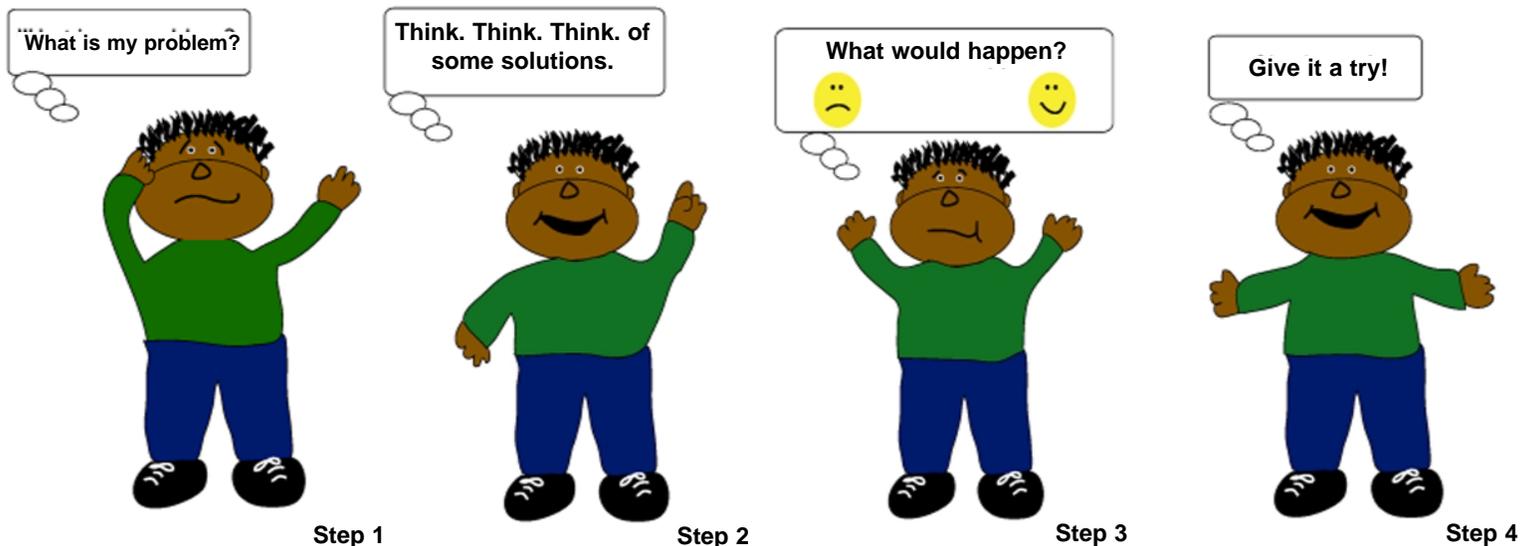
**For example, say, “I keep putting my keys where I can’t find them and then we have to look for them. I have a problem; what do you think would be a good solution?”**

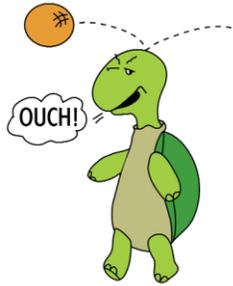
Ask your child which solution to use for problems that arise.

Pause in a story, and ask your child to think of a solution.

Use puppets to discuss hypothetical problems that your child may have encountered in the past.

**Encourage your child to think of as many different solutions as he/she can. This is a time to brainstorm with your child and help him/her find solutions. Do not criticize; instead, have him/her think about what would happen: Would it be safe? Would it be fair? Would everyone involved be OK with it?**





**Session 4 – Activity #20**  
**Emotional Vocabulary Skills**



Try 3-5 emotional vocabulary strategies/ideas this week

What I Tried	What Happened



**Session 4 – Activity #21**  
**Things to Try at Home!**  
**Measuring Behavior at Home**



**Observation Three: Clearly define the problem**

Describe the Challenging Behavior	Number of times behavior occurred	How long the behavior lasted

**What Happened Before?**

- |  |  |
|--|--|
| <input type="checkbox"/> Told or asked to do something | <input type="checkbox"/> Playing alone                               |
| <input type="checkbox"/> Changed or ended activity     | <input type="checkbox"/> Moved from one activity/location to another |
| <input type="checkbox"/> Removed an object             | <input type="checkbox"/> Told “No”, “Don’t”, “Stop”                  |
| <input type="checkbox"/> Object out of reach           | <input type="checkbox"/> Attention given to others                   |
| <input type="checkbox"/> Not a preferred activity      | <input type="checkbox"/> Difficult task/activity                     |
| <input type="checkbox"/> Child requested               | <input type="checkbox"/> Other (specify) _____                       |

**What Happened After?**

- |  |  |
|--|--|
| <input type="checkbox"/> Given social attention        | <input type="checkbox"/> Punished or scolded         |
| <input type="checkbox"/> Given an object/activity/food | <input type="checkbox"/> Request or demand withdrawn |
| <input type="checkbox"/> Removed from activity/area    | <input type="checkbox"/> Request or demand delayed   |
| <input type="checkbox"/> Ignored                       | <input type="checkbox"/> Given assistance/help       |
| <input type="checkbox"/> Put in “time-out”             | <input type="checkbox"/> Other (specify) _____       |

**Purpose of Behavior:**

- |  |                                    |  |                                     |
|--|------------------------------------|--|-------------------------------------|
| <b>To Get or Obtain:</b>                       |                                    | <b>To Get Out Of or Avoid:</b>                 |                                     |
| <input type="checkbox"/> Activity              | <input type="checkbox"/> Attention | <input type="checkbox"/> Activity              | <input type="checkbox"/> Attention  |
| <input type="checkbox"/> Object                | <input type="checkbox"/> Food      | <input type="checkbox"/> Object                | <input type="checkbox"/> Food       |
| <input type="checkbox"/> Person                | <input type="checkbox"/> Place     | <input type="checkbox"/> Person                | <input type="checkbox"/> Place      |
| <input type="checkbox"/> Help                  |                                    | <input type="checkbox"/> Demand/Request        | <input type="checkbox"/> Transition |
| <input type="checkbox"/> Other (specify) _____ |                                    | <input type="checkbox"/> Other (specify) _____ |                                     |

**Observation Three**

Questions, concerns, unusual events: