

# Teach Me What to Do

Session

# 4



**Positive Solutions for Families**



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

**Learner Objectives**

- Define the concept of emotional vocabulary.
- Identify feeling words and identify effective ways to teach feeling vocabulary.
- Demonstrate the use of books to support emotional vocabulary and social-emotional development.
- Identify how the turtle tuck can be used to cope with feelings of anger and disappointment.
- Learn how to teach problem-solving skills.

**Suggested Agenda**

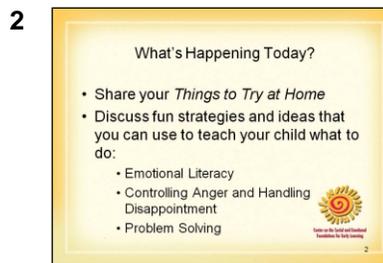
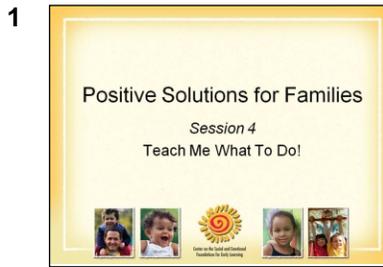
1. Introduction/Overview  
Review Things to Try at Home
  - Determining the Meaning of Behavior
  - Household Rules
2. Teach Me What To Do!
  - Emotional Vocabulary
  - Controlling Anger and Handling Disappointment
  - Problem Solving
3. Things to Try at Home activities

**Materials Needed**

- PowerPoint or Overheads
- Chart Paper, Markers, Tape
- Children's Books (Including Glad Monster/Sad Monster to read for Book Nook example)
- Ground Rules from Session 1
- Goals from Session 1

**Handouts**

- *Positive Solutions for Families Workbook (Activities #13 - 21)*



Post “Ground Rules” developed in the first session.

Show **Slide 1: Positive Solutions for Families**

Welcome back to our fourth Positive Solutions for Families session. Today our focus will be on Teach Me What To Do!

Show **Slide 2: What’s Happening Today?** Briefly discuss the plan for today’s session.

We are going to start today by sharing your Things to Try at Home activities from last week. We are also going to learn ways to help your children develop emotional vocabulary skills. Remember that we have been talking about how important it is to teach your children these skills so they don’t have to use challenging behavior!

Let’s talk about your *Things to Try at Home* activities. Did you get a chance to observe your child and try to determine the meaning of their behavior?

*Things to Try at Home: Determining the Meaning of Behavior – Observation*

Let’s take a few minutes to talk about what happened! How did your detective work go? As you observed one of your child’s behaviors over the last week, what did you learn about your child? What did you think your child was trying to communicate? What did your child do? What did you do? Was it hard for you to determine what your child was trying to communicate? Allow plenty of time for sharing and discussion. If it was hard for parents, tell them that you are going to continue to practice! The more they practice, the more they will learn about their child.

Review the second *Things to Try at Home* activity: Developing and Teaching Household Rules. Ask parents if anyone would like to share what happened. Did your child help develop the rules? How did it go? Did you notice a difference in your child’s behavior when you had clear expectations? Do you think your child understood the rules?

Once again, before we begin, complete your **Parent Encouragement and Positive Comment form**. You all deserve it!



(Activity #13)

Now let's get started with today's topic – Teach Me What to Do!

Show **Slide 3: Emotional Vocabulary**

You have probably heard a lot about the importance of vocabulary skills for young children—teaching children to read and write. There has also been a lot of talk about the importance of emotional vocabulary. Emotional vocabulary is the ability to recognize, label, and understand feelings in one's self and others. It is a foundation for children's ability to control their emotions, develop relationships, interact with others, and become effective problem solvers. It is one of the most important areas of development during a child's early years.

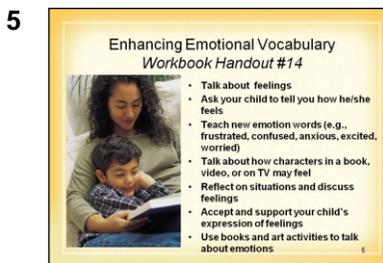
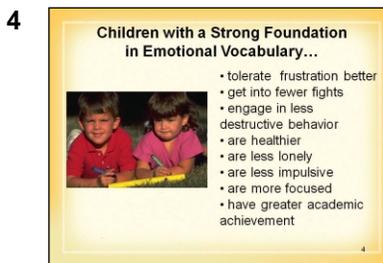
Show **Slide 4.** Children with a strong foundation in emotional vocabulary:

- 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

This slide shows how important it is for us to teach our children about emotions! Today, we are going to talk about many ways in which you can build your child's emotional vocabulary. Let's started!

In order for children to become effective at controlling their emotions, they need the words to describe their own and other's emotions. When young children are asked how they are feeling, they often respond with "good or bad" and miss all the subtle gradations in between.

Show **Slide 5: Enhancing Emotional Vocabulary.** You can help your children enhance and expand their emotional vocabulary by helping them learn words for different feelings and use these words to label their own feelings and the feelings of others. You can also help them understand that their feelings can change. They may wake up grumpy, but they don't have to stay grumpy all day! You can help them learn that they can have more than one feeling about something. They can feel differently from someone else about the same thing. And all feelings are valid. It's what we do with them that counts!



As children’s emotional vocabularies grow, their ability to accurately read their own and other’s emotions grows, too! This gives your child more tools to use instead of challenging behavior! It is sort of like building a house. You are going to get really frustrated if you don’t have the tools you need to be successful.



Large Group Brainstorm



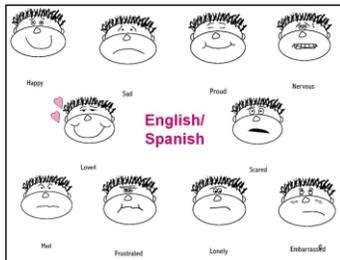
Have parents brainstorm a list of feeling words that they can (or do) teach their child. Write these on chart paper. Discuss the range of words. Are they mainly positive? What about words to express negative emotions? Ask parents to share the emotion words that they have heard their children use.



(Handout #14)

Ask parents to look in their workbooks at the **Enhancing Emotional Vocabulary handout**. Point out the Feeling Words list. This is a list of complex feeling words that typically developing children ages 3-5 should know. Quite a list, isn’t it? You can help your child develop increased emotional vocabulary by talking about feeling words in everyday life. Explain that one of the best ways to teach feeling words is for parents to label their own and their child’s emotions as they happen throughout the day. You might say to your child, “You look surprised; your mouth is open and your eyes are wide. What happened? What surprised you?” You can also describe your feelings: “I feel sad. It makes me happy when Grandma visits, but I feel sad when she leaves. I miss her!”

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Show **Slide 6: Feeling Faces** as another example of fun ways to teach feelings words and how “faces” look when they feel these emotions. Point out that they have a copy of these faces in their workbooks. They can cut them out and use them with their children. They can make fun games with the faces, such as bingo, or they can just talk about the faces and emotions. Remember that in order to keep your children interested in an activity, it needs to be fun and engaging!

**Note to Facilitator:** You could print the faces (one copy for each family) in color and have parents cut them out and laminate them to take home to use with their children.

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**Use Songs and Games...**

Example: "If you're happy and you know it..."

Add new verses to introduce new feeling words:

- "If you're **happy** and you know it, hug your mom (or dad)!"
- "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, get some help, "HEEEELLLLLPPP!"

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Children's Book Nook  
Workbook Handout #15

We all know that children love to sing and dance! Show **Slide 7** as an example of using songs to build feeling vocabulary.

This is a fun and easy way to:

- teach your child feeling words
- expand on the “words” by talking about what you can do when you experience these feelings (if you’re mad and you know it, use your words: “I’m mad!”)
- have fun with your child!

Show **Slide 8** to discuss the use of books to support emotional vocabulary skills and teach feeling words. Explain that reading books to children helps build emotional vocabulary, understanding, and social emotional skills. Most importantly, reading books with your children is a great way to spend time together (and “refill” your child’s relationship tank)!

Tell parents that you are now going to read a book to them. You can choose any book that you would like to share with parents. You might consider using Glad Monster/Sad Monster since you will be using this book as the Book Nook example.

As you read the book, demonstrate how to read a book in a way that is fun and engaging. For example, use different voices, ask questions (What makes you scared? Show me your scared face? What does your body do when you are scared? What does it feel like? Can you tell me about a time when you felt scared?), and have parents point out things about the pictures.

Remind parents that it is really important to engage their children when they read books together. They can do this by using fun voices, encouraging their children to point out pictures, making sounds/singing songs related to the book, and by asking children to help read or tell the story.

After reading the book, ask parents to look at the **Book Nook handout** in their workbook. The Book Nook has lots of fun ideas they can use while reading the book, as well as fun activities they can do with their child afterward. Discuss some of the activities. You might even choose to provide examples, with materials, to show parents some of the activities.

Point out that there is also a **Children’s Book List** in their workbook with some examples of books that support social-emotional development.



(Handout #15)



(Handout #16)

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**Children's Books**  
Workbook Handout #16 and Activity #17

- Get with a partner and read the book.
- What feeling words could you teach your child?
- What fun games or activities could you use that would relate to the book?



(Activity #17)

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**Controlling Anger and Impulse**

*How can we help our children...*

- recognize anger in themselves and others?
- learn how to calm down?
- understand appropriate ways to express anger?

Remind parents to select books based on their child’s age and interests. Let them know that the librarian at their local library can be very helpful in selecting the right book for their child’s age. They just have to ask!

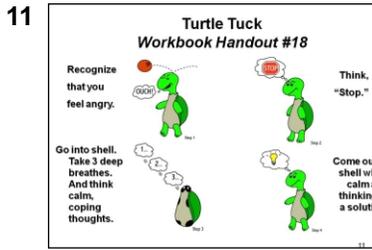
Show **Slide 9: Book Activity** and explain that they are now going to read some books and develop fun activities related to the book. Have parents get into groups of two. Provide each pair with a children’s book. Ask them to read the book together. Then, using the worksheet in their workbook, ask parents to discuss what feeling words they could teach their child using the book they just read. Also ask parents to think of fun activities/games/songs to expand on the book and engage their child. Have the groups share their ideas.

**Optional idea:** If possible, try to get some books donated for parents to take home or have parents make a book to take home.

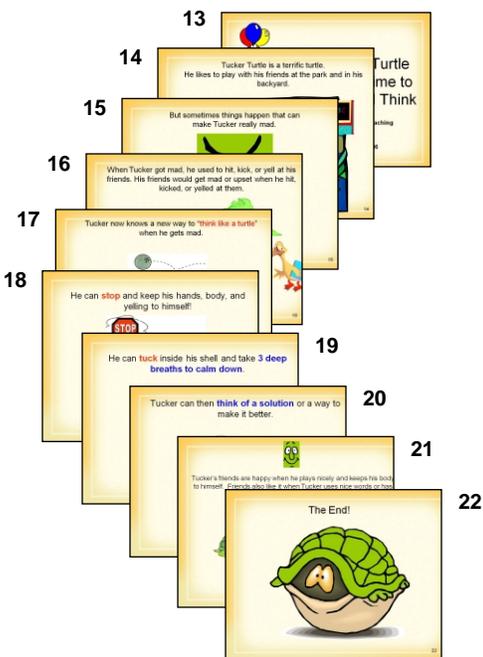
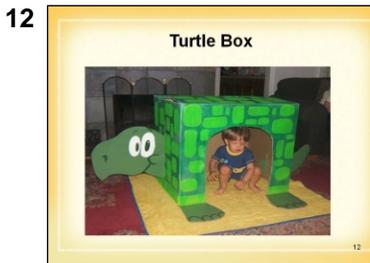
Show **Slide 10: Controlling Anger and Handling Disappointment**. Now let’s move on to a new topic: Controlling Anger and Impulse! We have been talking about helping our children learn to recognize and name their own emotions and feelings. This is an important step for children in learning how to control their emotions. A child has to recognize that he/she feels angry before he/she can learn how to control that emotion. Having a label for what a child feels helps him/her to vocalize this feeling (“I’m mad”) instead of acting out.

Have you ever told your child to calm down and he/she just kept doing what he/she was doing? Ever wonder why? Young children are often told to “calm down”—but what does that really mean? We have to make sure that the child understands what we are asking him/her to do (remember in our last session, we talked about being clear about our expectations)! How can children be successful at responding if they do not know what we are asking? What we mean by “calm down”?

Children feel anger in different ways—just as we do. The school of hard knocks, our life experiences, may have taught most of us by now when to walk away, cool down, be cautious, or get help. But young children haven’t learned these skills yet. We can help them learn this by intentionally teaching them the skills they need.



(Handout #18)



Show **Slide 11: Turtle Tuck**. Introduce the Turtle Tuck. Tell parents that this is a technique originally developed to teach adults anger management skills. It has been successfully adapted and integrated into social skills programs for preschoolers. It's called the "turtle tuck." Here's how you can teach your child about the secret of the turtle and how the turtle uses his shell to help him calm down!

The basic steps of the turtle technique are (you might want to have these steps written on chart paper so everyone can see them):

**Step 1:** Recognize that you feel angry.

**Step 2:** Think "stop."

**Step 3:** Go into your "shell," take three deep breaths and think calming thoughts: "It was an accident. I can calm down and think of good solutions. I am a good problem solver."

**Step 4:** Come out of your "shell" when you are calm and try some of your solutions

You can help your child practice the turtle's secret with you by pretending to go into your shells together and taking three deep breaths. You can use a sheet or a towel as your turtle shell and go under the sheet or towel to take three deep breaths. You can also use a table or a box as a turtle shell (show Slide 12 – Turtle Shell Box – as an example).

Show **Slides 13-22 – Tucker Turtle Takes Time to Tuck and Think**. You might teach your child to use the turtle tuck by showing him/her the picture steps in your workbook or sharing the Tucker the Turtle story. Read the story. Point out that they have the Tucker Turtle story in their workbook.

Another way to teach your child the turtle tuck is to look at a photo of a real turtle, discuss what the turtle does when there is danger, and then describe the use of the turtle technique for dealing with angry feelings. You could also use a turtle puppet to show your child how the turtle tucks in his shell.

Another fun idea is to use the turtle pattern in your workbook to make a turtle with your child. If possible, have a turtle

already made using the turtle pattern to show parents. You can help your child cut out the pieces and then attach them with brads to a paper plate. Your child can decorate the turtle shell to make it his/her special turtle. You and your child can talk about a time when he/she was mad, and then have the paper plate turtle go into his shell and think of good solutions.

If you want your child to learn to use the turtle tuck, you need to teach the skill step by step, provide many opportunities for review, and practice, practice, practice! Encourage your child to use the turtle tuck and celebrate his/her successes (a great way to “refill” his/her relationship tank!). You may want to show your child that you can use the turtle tuck, too. For example, you might say the following: “I am so angry that the vacuum cleaner is broken. I am going to go in my shell and take three deep breaths. One. Two. Three. I feel better now. I think I know what to do. I can see if the manual shows how to fix the vacuum. The manual is the book that came with the vacuum. Or I can sweep the floor with a broom until the vacuum is fixed. What do you think I should do?”

### **Handling Disappointment**

We can also help our children practice ways to handle disappointment before a potentially disappointing incident occurs. For example, you know that your child will be very disappointed if someone else is on his or her favorite swing at the playground. Before you leave for the playground, you could say, “When we go to playground, someone else might be on your favorite swing. And you might feel disappointed. What could you do to stay calm?” You could remind your child of the “turtle tuck,” and help him/her think of some solutions such as asking for a turn, saying “please,” or finding something else to do while the other child is on the swing.

There are also times when you can use naturally occurring opportunities to strengthen your child’s interest in successfully coping. “Wow, Dad, you should have seen how well Tameka did at the playground today. She used her turtle tuck to stay calm when someone was on her favorite swing. She played in the sandbox until the swing was available. She was such a good problem solver!” This is also a great way to use positive comments and encouragement (and “refill” your child’s relationship tank!).

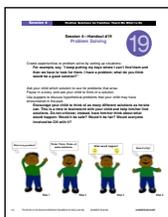
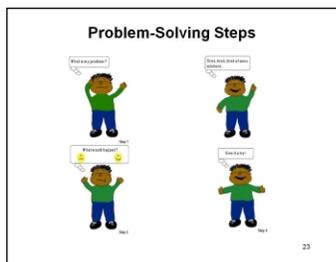
Does anyone have any questions about ways to enhance your child’s emotional literacy or about using the Turtle Tuck?

Now that we have talked about the turtle tuck, we can see that one of the really important steps in this technique is being able to problem solve and think of solutions. We need to teach children to do this. Many children solve their problems by using challenging behaviors (hitting, shouting, running away from the problem). However, even very young children can be taught more effective and appropriate ways to solve problems.

One way children learn problem solving strategies is by watching the adults around them during times of conflict. This is important to consider; think about how you last resolved a conflict with your spouse or significant other. What strategies did your child observe? Calm negotiation and conversation, or sarcasm and screaming? If young children can observe adults effectively and appropriately resolving conflicts or solving problems, they learn a tremendous amount about positive problem solving. This is enhanced if you model your problem-solving thinking (self-talk) out loud.

Example: “Uh-oh the car won’t start, and we need to get you to school. How can I solve this? I need to stop and to think first. Okay, I need to think of some solutions. I could call Aunt Meg, and see if she can take you to school. We could catch the bus. I could ask our neighbor for a jump start.”

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(Handout #19)

Show **Slide 23: Problem-Solving Steps**. Discuss that another way to help children learn to problem solve is to use these 4 steps (the steps are in the Positive Solutions for Families Workbook: **Handout #19**):

**Step 1:** What is my problem? (Define the problem)

**Step 2:** Think of some solutions (Generate multiple solutions).

**Step 3:** What would happen next if I used that solution? (Evaluating consequences—Is this a good choice? Is it a safe choice? What might happen if we tried that solution?)

**Step 4:** Try out the best solution.

24

**Help Your Child Think of Possible Solutions**



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

25

**Problem-Solving Games**

- What if your sister hit you? How would you feel? What could you do?
- What if you wrote on Mommy's bedroom wall with a marker? How would you feel? How do you think Mommy would feel? What could you do?
- What if you knocked over your friend's tower at school? How would you feel? How do you think your friend would feel? What could you do?
- What if you and your sister wanted to watch something different on the television? What could you do?
- What if someone at school was teasing you and calling you names. How would you feel? What could you do?

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**Problem-Solving Games (cont.)**

- What if it was bedtime and you wanted hear one more book? What could you do?
- What if Daddy sent you to time-out for hitting your brother? How would you feel? How do you think your brother would feel? How do you think Daddy would feel? What could you do?
- What if you really wanted a toy at the toy store but Mommy said you could not have it? How would you feel? What could you do?
- What if you really wanted to play with your sister and her friends, but they said, "No"? How would you feel? What could you do?

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**Setting The Stage for Success!**



- Try to anticipate problems
- Stay near your child
- Support your child
- Encourage your child

Show **Slide 24: Help Your Child Think of Possible Solutions**. It is also important that you support your child in learning what some possible solutions might be. Remember that we will need to teach children to problem solve. They will not "just know" how to come up with solutions! Review the examples listed on Slide 24. Remind parents that this is a long list and it is important to not try to do the entire list at one time. Pick one or two solutions to focus on and practice these first. You can also talk about solutions at the grocery store or in the car.

Show **Slide 25 and 26: -Problem Solving Games** as examples of situations to practice with their children. Parents can set up typical problems that their child may have encountered in the past and then discuss possible solutions. They should encourage their child to come up with as many different solutions as possible. It is important to try not to criticize the solution that their child gives. This is just a brainstorming time.

This process will help children think of solutions the next time a similar situation occurs.

Once children are able to think of solutions, the next step is to help them think about consequences so that they can make the best choices. You can have them consider three questions:

- (1) Would it be safe? Will someone get hurt?
- (2) Would it be fair? (Remember to talk to your child about what fair means; this is a hard concept.)
- (3) Would everyone feel okay about it?

Solutions that meet these three criteria are probably good ones to try.

You can "role play" the best solution. Again, this can be a lot of fun if you and your child actually act out the role play, or use puppets or other props (dolls, stuffed animals, etc.). It is also a great way to keep your child engaged and interested while he/she is learning new skills!

Show **Slide 27: Setting the Stage for Success!** A great way to teach your child problem solving is to teach the skill when your child is facing or about to face a real problem or difficult situation. To do that, you should look for or anticipate these kinds of situations. For example, if you and your child are going to a play group and you know that he/she always gets

upset when there is someone playing with her favorite toy, you could say, “Sometimes when we go to the play group, there is someone else playing with your favorite toy and you get upset. What could you do if that happens today? Let’s think of some solutions.” Or you might see your child approach a friend who has a toy your child wants. In anticipation of your child grabbing the toy, you could say, “If you want to play with the toy, remember the way to ask.”

In order to teach problem solving in the moment, you have to be nearby and ready to help your child when a problem is about to occur. You will then be able to support your child in identifying a problem and helping him/her think of a solution.

When your child problem solves, be sure to give him/her encouragement and positive comments (just like we talked about in our first session!). You can do that through encouraging touches (e.g., pat on back, high five), gestures (wink, thumbs up), or by saying, “That was good problem solving! What a good thinker you are!” or something similar. All of these provide opportunities for you to “refill” your child’s relationship tank!

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**Teach Me What to Do!**  
Tell Me, Show Me, Help Me

- Emotional Vocabulary
- Controlling Anger and Disappointment
- Problem Solving

Show **Slide 28: Teach Me What to Do!** Summarize today’s session by reminding parents to “intentionally” teach their child using the examples that we have talked about. It will help support their child’s social-emotional development and prevent challenging behavior!

29

 Things to Try at Home!

- Pick some of the strategies or ideas that we have talked about during this session and write 3 ideas that you can do with your child this week to teach emotional vocabulary skills. (Activity #20)
- Observe your child!
- Complete Activity #21

Show **Slide 29: Things to Try at Home!**

Remind parents they have two Things to Try at Home activities for this week. The first one is to pick some of the strategies or ideas that we have talked about during this session and write 3 ideas that they can do with their child to strengthen his/her emotional vocabulary skills.



(Activity #20)

Take a few minutes to brainstorm some ideas. How can you teach your child new social skills? What skills do you think your child would benefit from? Is it the turtle technique? What about reading a book to your child, and talking about emotions and feelings? Remind parents to think about some of the behaviors they want to see less of. This could be a great opportunity to “teach” their child a new skill so he/she doesn’t have to use that behavior!



(Activity #21)

The second activity is related to one you did last week. We are going to continue to practice trying to determine the meaning of behavior and measuring behavior. Pick a behavior that you really want to change. For the last two sessions, we are going to work on ways to support your child in changing that behavior!

Thank everyone for coming. See you next week!



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



**Administration for Children & Families**



**Child Care Bureau**



**Office of Head Start**

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**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

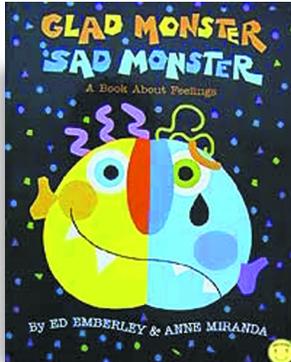


Scared

# Book Nook

## Session 4—Handout #15

### Using Books to Support Social Emotional Development



#### Glad Monster Sad Monster

By Ed Emberley & 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 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)  
*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)  
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*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 Joosse (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?

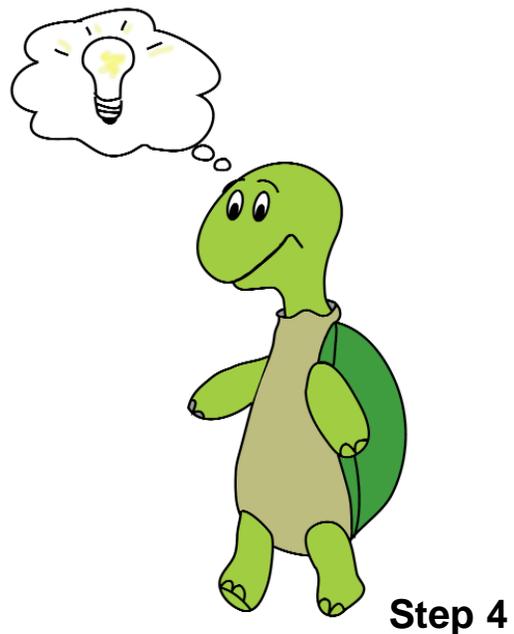
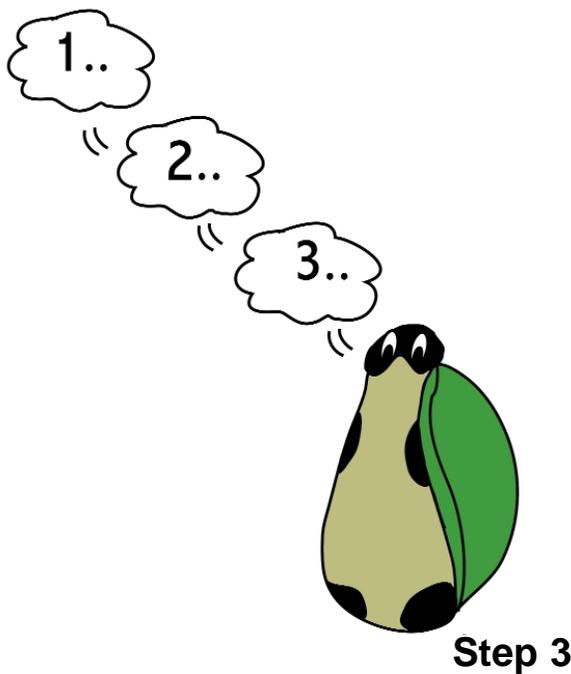
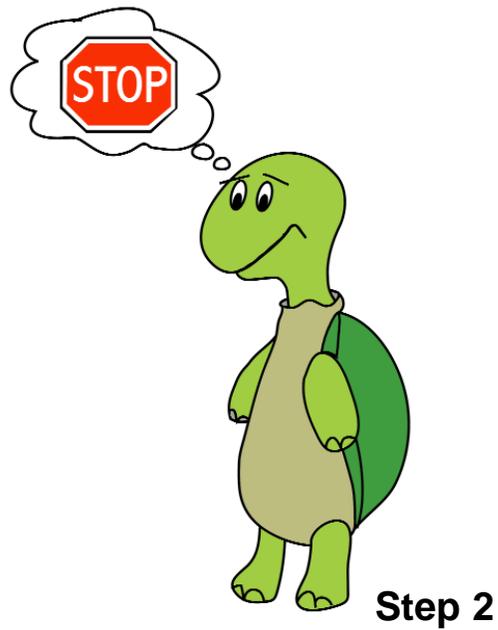
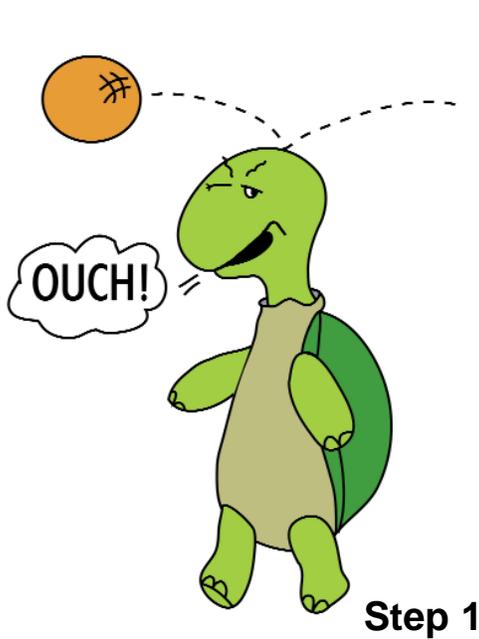
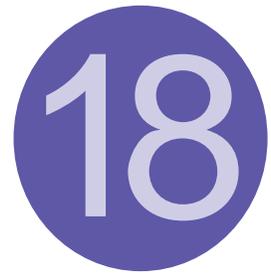
What kinds of emotional words or feeling words are in the book?

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

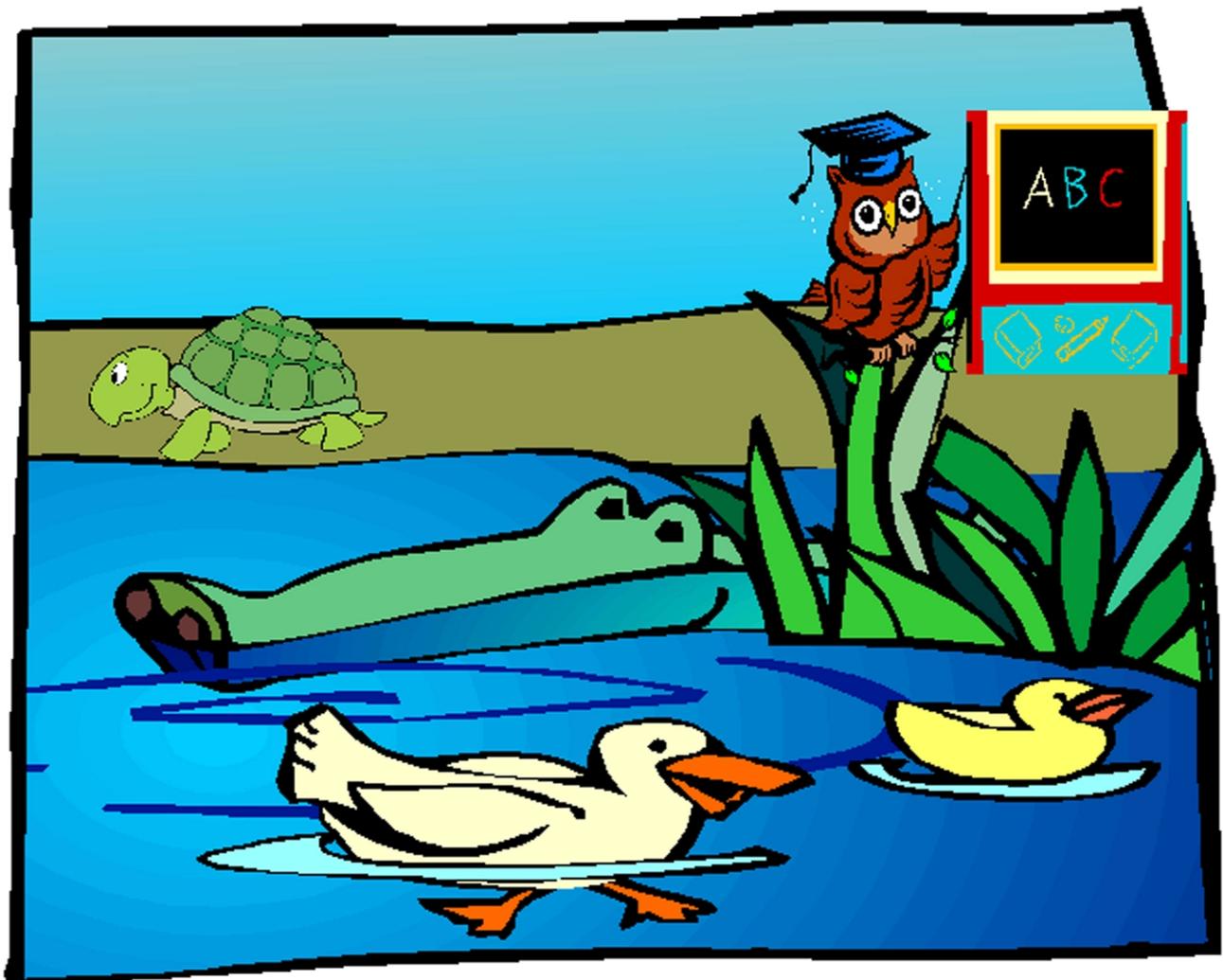


A scripted story to assist families with teaching the “Turtle Technique”

By Rochelle Lentini

Adapted for Families September 2006

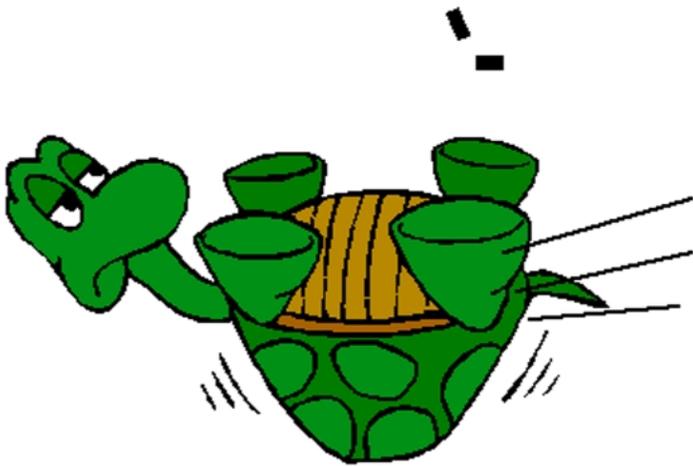
Tucker Turtle is a terrific turtle. He likes to play with his friends at the park and in his backyard.



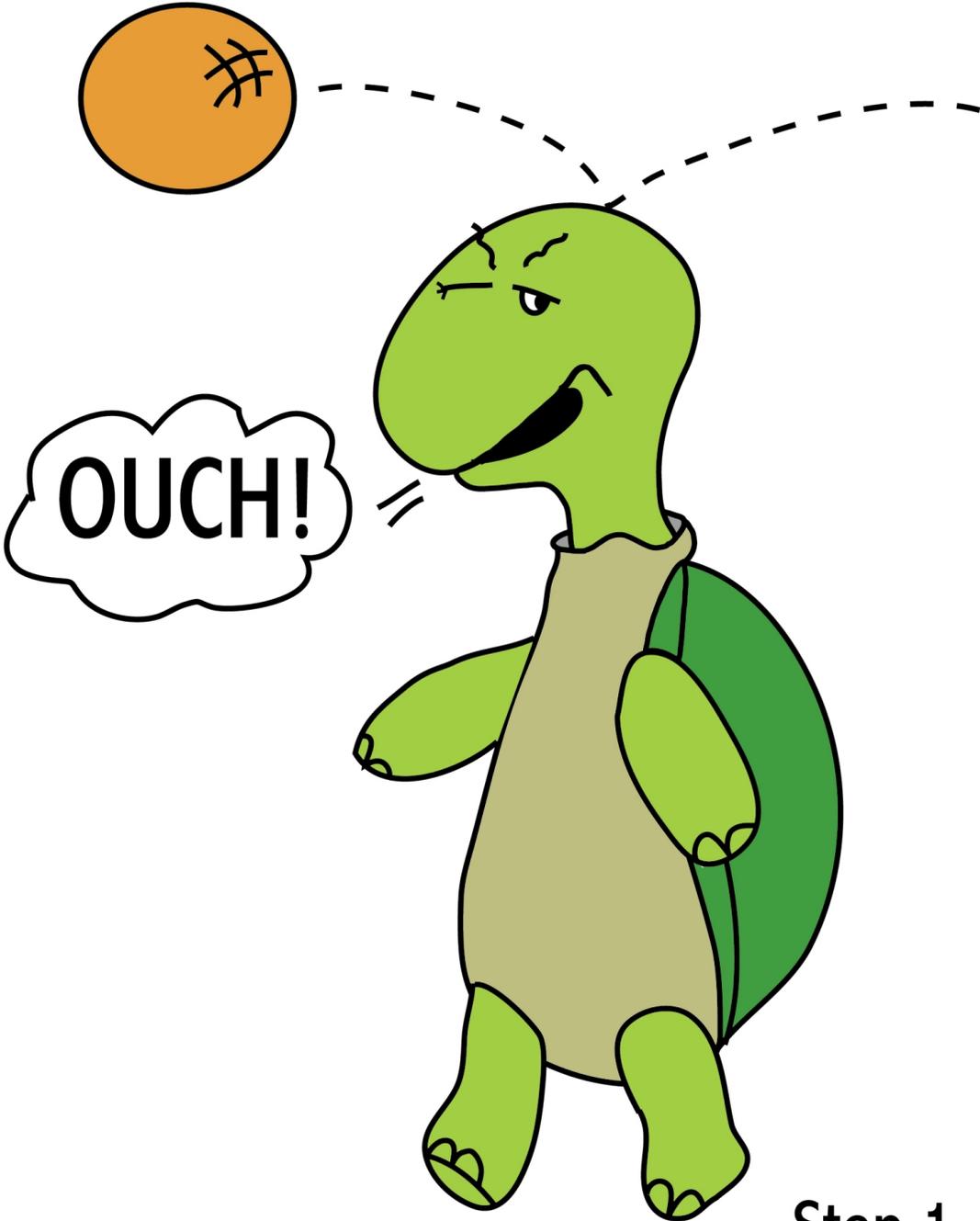
But sometimes things happen that can make Tucker really mad.



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.

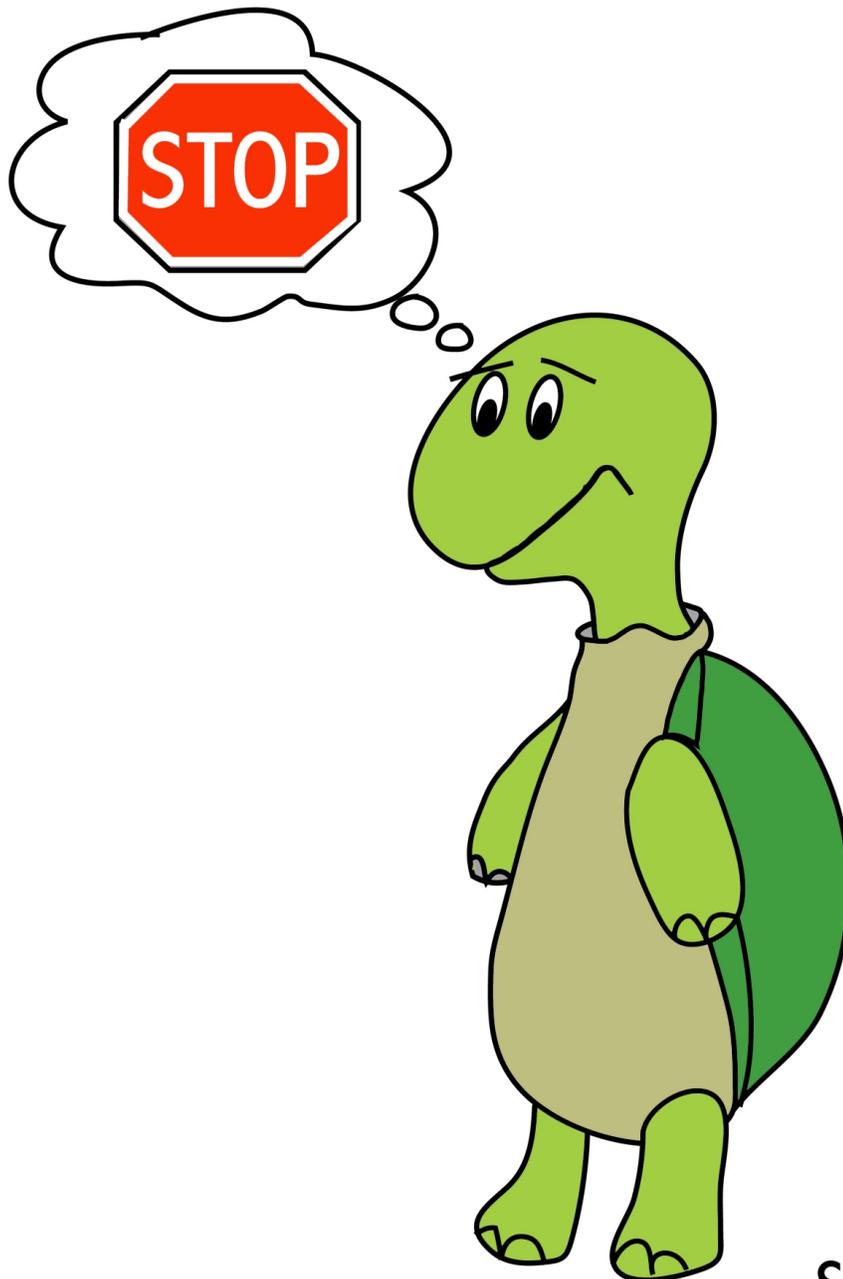


Tucker now knows a new way to “think like a turtle” when he gets mad.



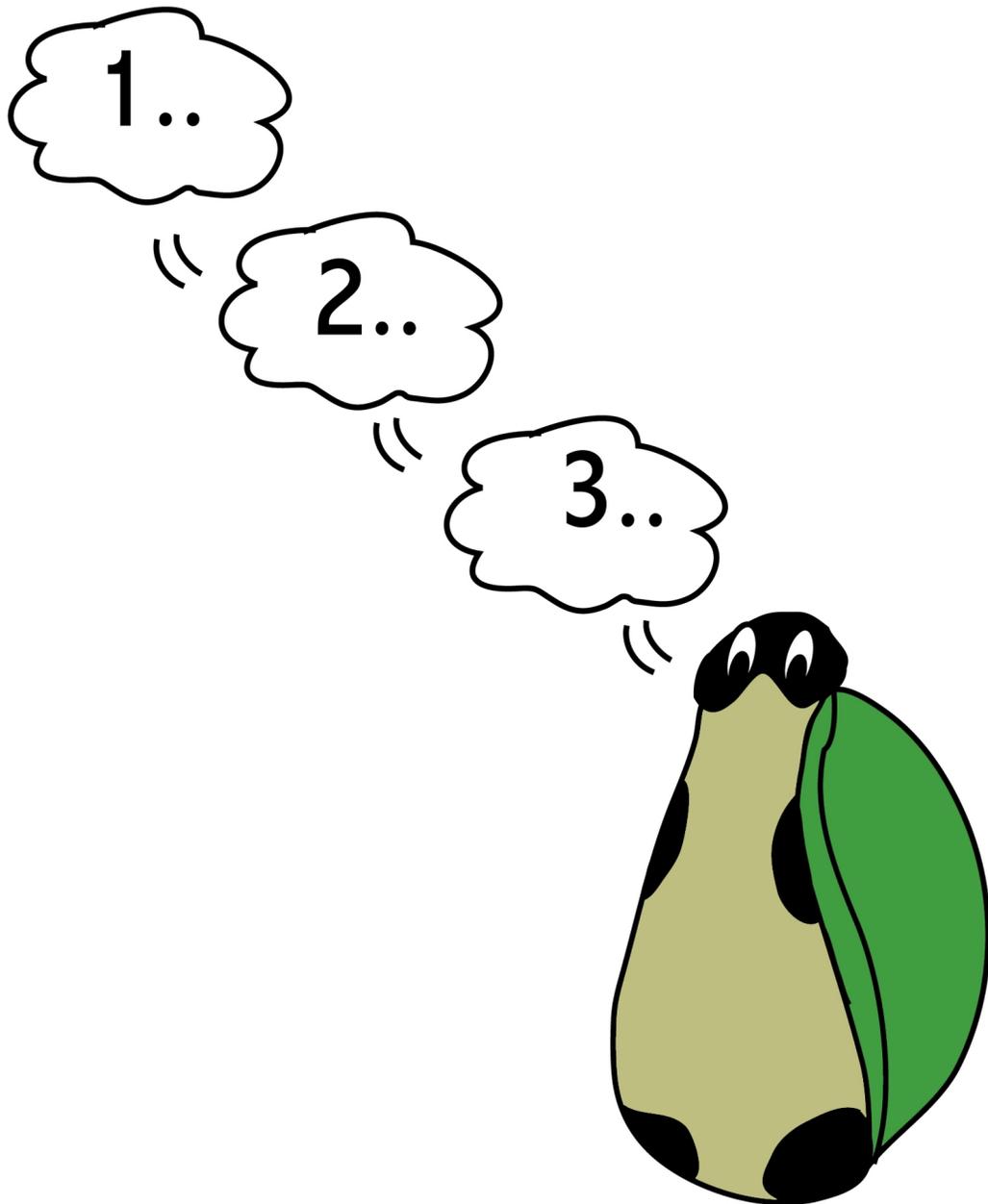
Step 1

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



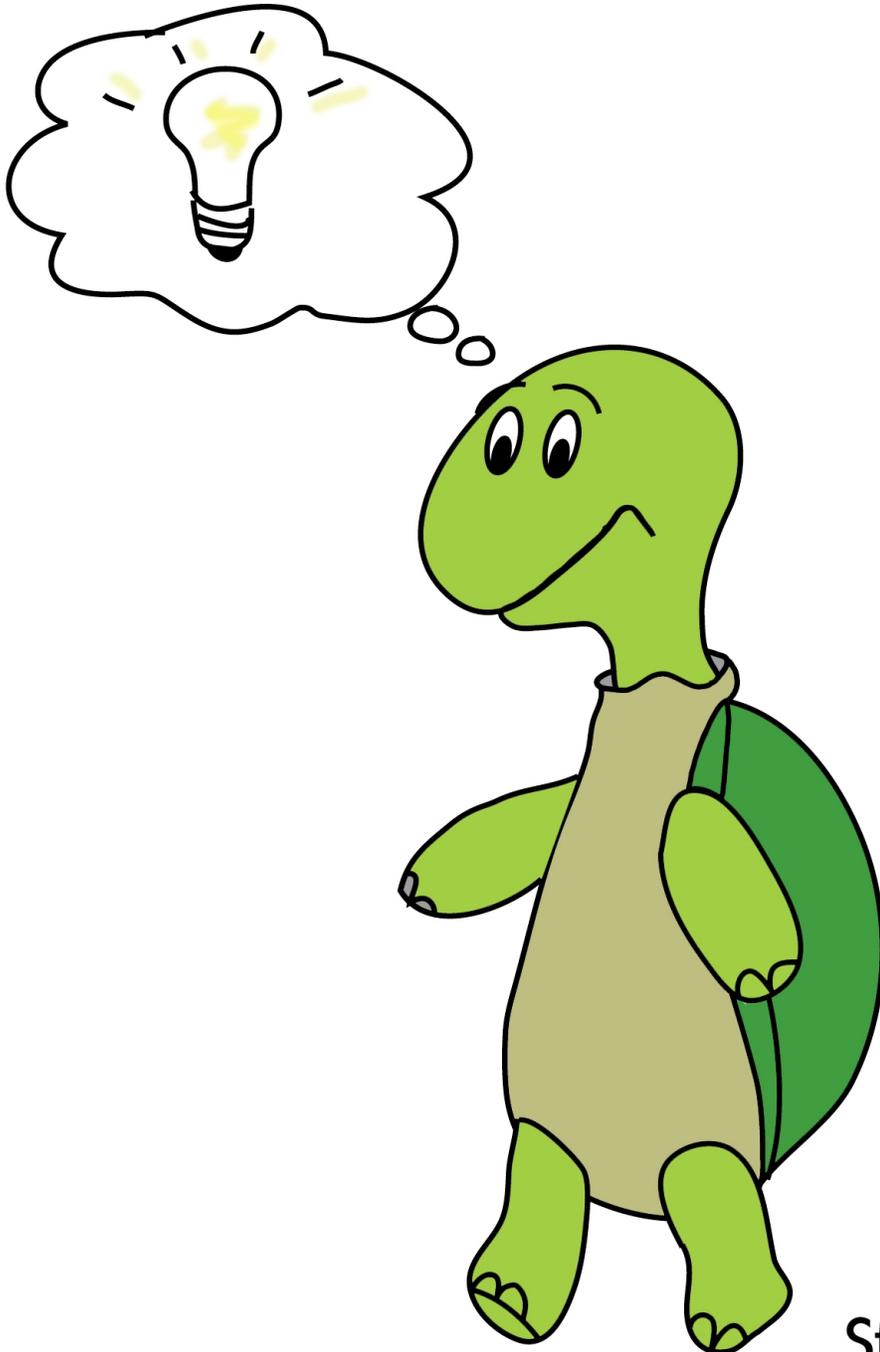
Step 2

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



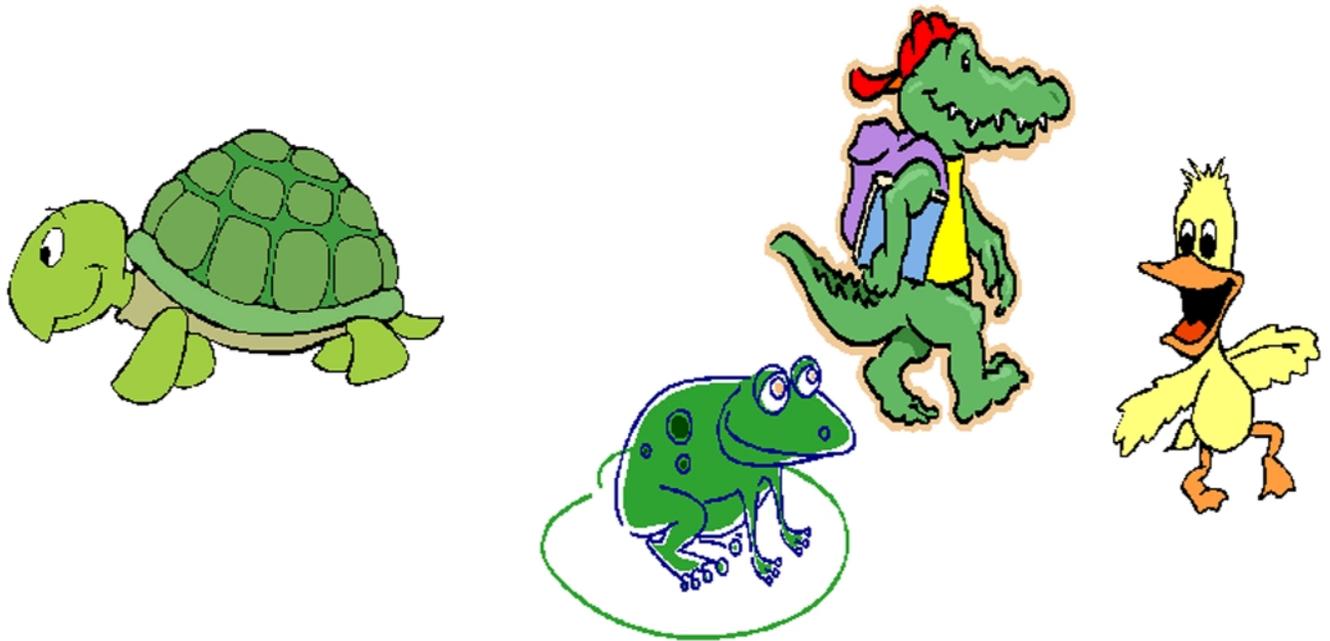
Step 3

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



Step 4

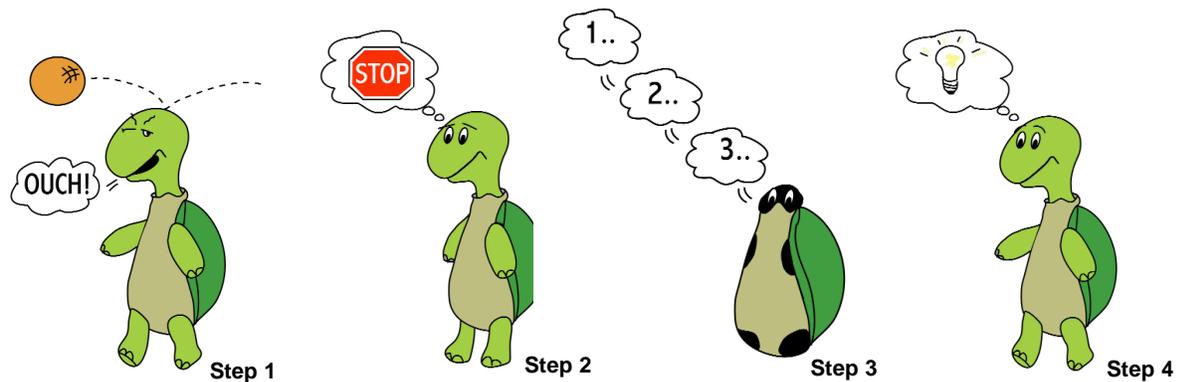
Tucker's friends are happy when he plays nicely and keeps his body to himself. Friends also like it when Tucker uses nice words or has an adult help him when he is upset.



The End.

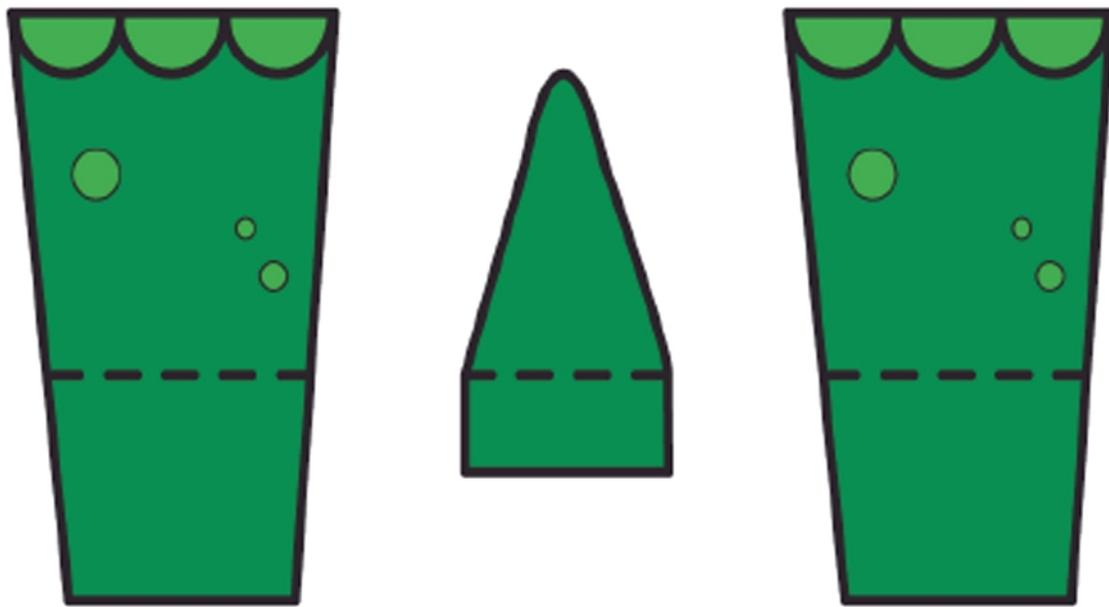


# Teaching Tips on the Turtle Technique

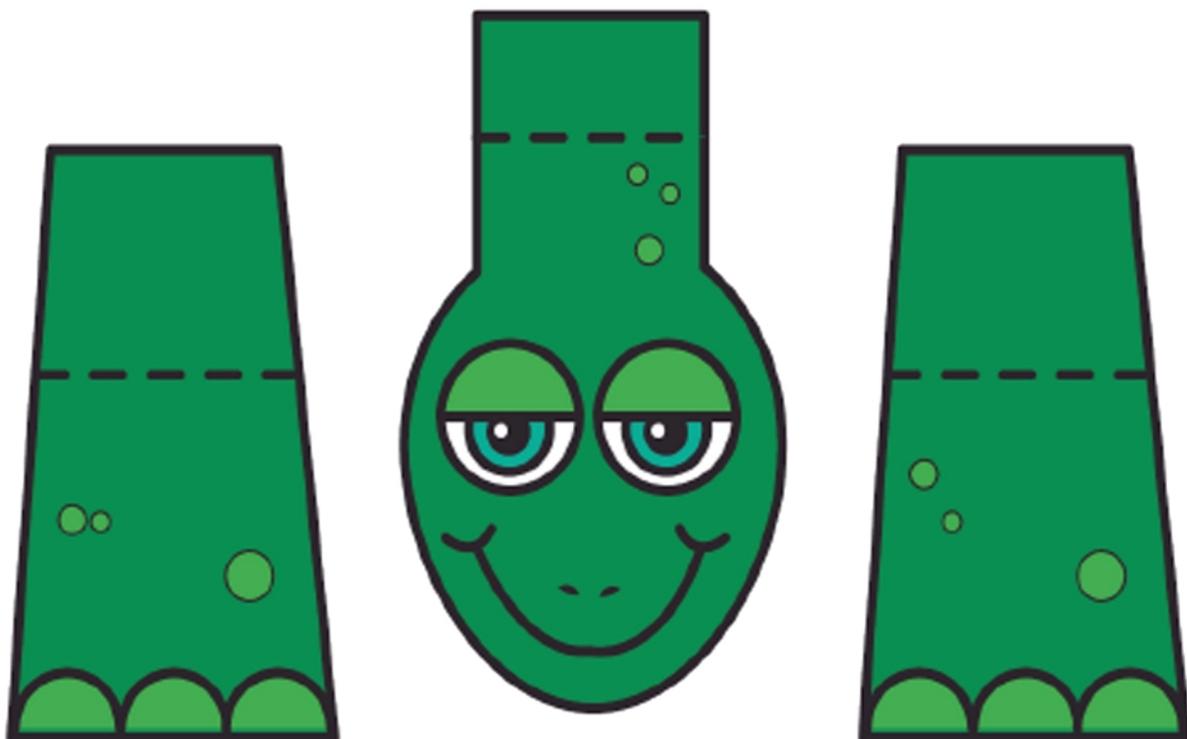


Tucker's friends are happy when he plays nicely

- 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:

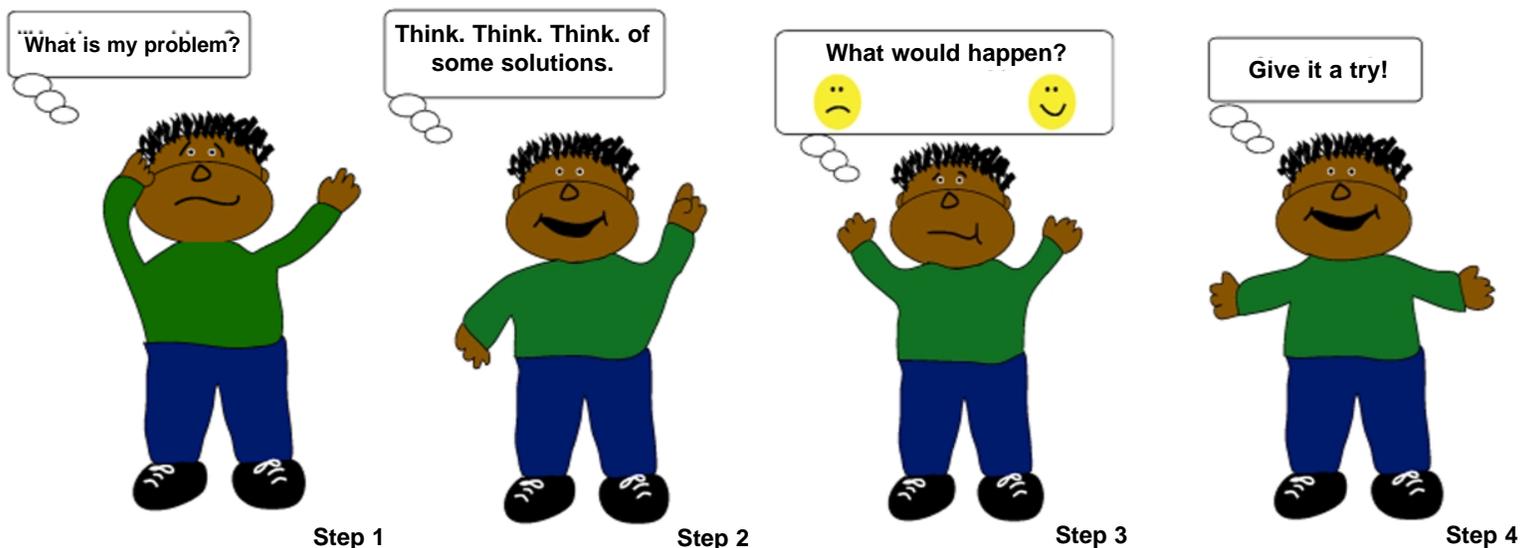
**For example, say, “I keep putting my keys where I can’t find them and then we have to look for them. I have a problem; what do you think would be a good solution?”**

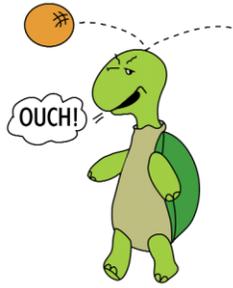
Ask your child which solution to use for problems that arise.

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: