

## Module 2

# Promoting Social Emotional Competence: Social Emotional Teaching Strategies

Adapted from the Center for Excellence in Child Development and US Davis Extension Teaching Pyramid Family Child Care and Center on the Social Emotional Foundations for Early Learning (CSEFEL)

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## Teaching Pyramid



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## Agenda Module 2

- **2.1 Teaching Social Emotional Skills and Emotional Literacy**
  - Importance of Teaching Social Emotional Development
  - Enhancing Emotional Literacy
- **2.2 Helping Children Develop Empathy and Manage Strong Feelings**
  - Empathy
  - Managing Strong Feelings, Including Anger

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## Agenda Module 2

- **2.3 Helping Children Develop Friendship Skills**
  - Friendship Skills
- **2.4 Helping Children Develop Problem Solving Skills**
  - Developing Problem Solving Skills
  - Pulling It All Together

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## Learner Objectives:

- Discuss why it is important to be intentional about teaching social emotional skills.
- Define emotional literacy and identify activities that build “feeling vocabularies.”
- Understand the importance of providing opportunities for children to begin to understand emotions.

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## Learner Objectives

- Understand why children need to control uncomfortable emotions
- Identify strategies for supporting the development of friendship skills.
- Understand the importance of teaching problem solving skills.

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## My Bliss List...



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## Module 2.1 Teaching Social Emotional Skills and Emotional Literacy

- Importance of Teaching Social Emotional Development Skills
- Enhancing Emotional Literacy

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## ◦ IMPORTANCE OF TEACHING SOCIAL EMOTIONAL DEVELOPMENT SKILLS

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## Social Emotional Development is...

The developmentally and culturally appropriate ability to:

- Experience, express, and manage emotions
- Establish positive and rewarding relationships with others

California Infant/Toddler Learning and Development Foundations, 2009



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What happens when children don't have these skills?



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## Teaching Social Emotional Skills

- Why?
- When?
- What?
- How?



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## When: Identify Teachable Moments



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## Stages of Learning It Doesn't Happen Overnight

- **Show and Tell:** first use of a new skill or concept
- **Practice Makes Perfect:** the ability to use the skill or concept without a prompt
- **You Got It!:** continuing to use the skill or concept over time and in various situations.

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## Example of the Stages of Learning



Show and Tell

- Miguel, a 3-year-old learns to ask for a toy instead of grabbing it from another child.

Practice  
Makes Perfect

- Miguel's provider notices when he approaches another child playing with his favorite truck. She says, "If you'd like to play with the truck, you could ask Alex for it."

You Got It!

- In child care, Miguel now asks for toys with few reminders from adults; he also does it at home with his cousin.

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## So What...

- Think of a time you learned a new skill (e.g. playing a sport or driving)
  - Were you really good at that skill right away?
  - Were there times when you got frustrated?
  - How long did it take you to get really “good”?
- Now think of how you would talk to a parent about the fact that children rarely learn skills(e.g taking turns) the first time they are taught.



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## Have Clear Expectations When Teaching Social Emotional Skills

1. Have developmentally appropriate expectations
2. Be clear about what you want children to do instead of what you don't want them to do



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## The “What” and “How”...

Friendship  
skills

Emotional  
literacy

Empathy

Managing  
strong  
emotions

Problem  
solving

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## • ENHANCING EMOTIONAL LITERACY

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### Emotional Literacy

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



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### Why Is Emotional Literacy Important?

#### **Children with 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



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## How Can You Feel Activity

- Write down all the different feeling words you can think of.
- How many different words did you come up with?
- How many of these do you use with your children?



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## Comfortable and Uncomfortable

- Some emotions make us feel “comfortable”—others make us feel “uncomfortable”
  - Using the words “comfortable” and “uncomfortable” instead of “good/bad” or “positive/negative” helps children learn that there are no wrong emotions.
  - It is okay to feel both comfortable and uncomfortable emotions



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Barker, M. (2004). *Girls on Track*. New York: Balentine Books.

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## How Do We Enhance Emotional Literacy?

1. Use the adult/child relationship to create awareness of emotions
2. Find opportunities to talk about emotions.
3. Use materials/games to teach emotions
4. Model positive relationships



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## Examples

- Labeling Feelings
- Display for children
- Feeling Vocabulary
- Discussion
- Songs
- Games/Activities
- Use of Children's Literature

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## Labeling Emotions



Label emotions as children experience various feelings

“Tamika and Ana seem really happy playing together! They are hugging each other!”

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## Display



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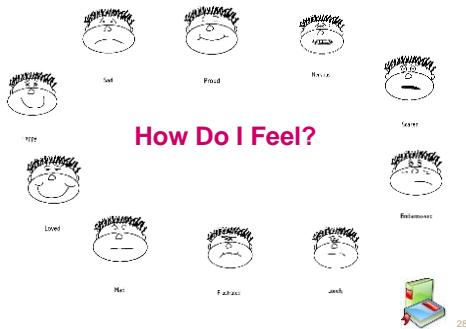
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## Emotion Faces with Word Labels




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## Discussion

- How would you feel if...
  - Discuss typical situations that happen when children are together.
    - Jeremy wanted to play ball with Katie and Wu-ying today, but they wouldn't let him. How do you think that made him feel? How do you think you would feel if that happened to you? What could Jeremy try next time?
- One time I...
  - Ask children to tell about a time they experienced a particular emotion.
    - What made them feel this way?
    - Did anything happen to change how they felt?

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## Songs

- 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.

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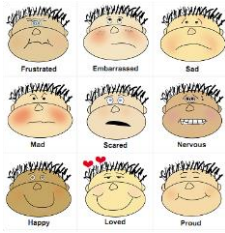
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## Games/Activities

### Feelings Bingo



### Emotion Charades

- Have a child pick a feeling card and make that face. The rest of the children try to guess the feeling.




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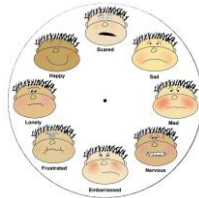
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## Games/Activities

### Feelings Dice



### Feelings Wheel




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## Games/Activities

### Rice Cake Faces

- Spread a rice cake with peanut butter, cream cheese or jelly
- Discuss what kind of feeling faces children could make. Use raisins, apple slices, banana slices, ect. to decorate the faces to reflect feelings
- Discuss what makes the child feel happy, sad, surprised, scared, ect.



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## Children's Literature



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## Book Example

On Monday When It Rained  
by Cherryl Kachenmeister



Proud

Disappointed  
Embarrassed  
Proud  
Scared  
Angry  
Excited  
Lonely

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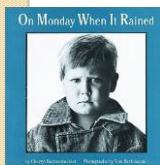
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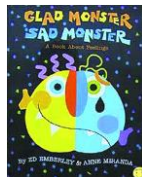
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## Book Nooks

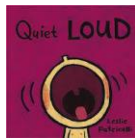
On Monday  
When It  
Rained



Glad Monster  
Sad Monster



Quiet  
LOUD



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## On Monday When It Rained

### Book Nook Example

"I feel excited when I go to my friend Coby's house to play."



"I felt upset when my mommy didn't get me anything at the store."



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## Video: Hands Are Not For Hitting



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## Video: Glad Monster Sad Monster



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## Using Books Activity

In pairs or small groups select a book

- Read the book
- Discuss and answer questions on handout



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## Programs That Foster Emotional Literacy...

- Read books about feelings and have them available for children to look at independently.
- Display photos of people with various emotional expressions.
- Adults label their own feelings.
- Adults notice and label children's feelings.
- Plan activities to teach and reinforce emotional literacy
- Reinforce children for using feeling words.
- Efforts occur *daily*.

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## Action Plan!

- Look at Sections L & M of the Implementation Guide and mark where you think you are.
- Then choose one skill you would like to use more frequently and write ideas for implementation.



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## MODULE 2.2 HELPING CHILDREN DEVELOP EMPATHY AND MANAGING STRONG FEELINGS

- Empathy
- Managing Strong Feelings,  
Including Anger

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What Worked? What Didn't?



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## EMPATHY

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## Empathy

- Empathy is the identification with and understanding of another's feelings and situation.



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## Why is Empathy Important?

It is impossible for a child to be able to coordinate their own feelings with those of others unless they are aware of others' feelings and unless they care about the effect of their behavior on others.

Hyson, 2004

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## How Do We Identify Feelings in Others?

- Facial cues
- Body language
- Tone of voice
- Situational cues



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## Teaching Empathy

- Model empathy
- Do “alike” & “different” activities
- Draw children’s attention to how others are feeling
- Role plays and role reversals
- Reinforce empathy behaviors




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## Modeling Empathy

- Discussion: “You’re Okay”
  - The situation: a child falls down, is startled or upset but not physically injured.
  - What do you do?




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## Validating Emotions

- Encouraging children to express their feelings is key to fostering emotional health.
  - No matter how unreasonable the reaction seems, the child needs the emotion to be accepted.
  - No one (not even adults) can control the emotions they feel (it is what you do with them that counts!)
- Discouraging the feelings by saying “You’re okay” invalidates the child.

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Janet Lansbury (Feb 9, 2010) *Elevating Child Care*

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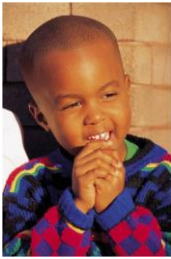
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## Key Concepts About Feelings



- 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

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## MANAGING STRONG FEELINGS

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## Strong Feelings

- Curiosity
- Joy
- Sadness
- Fear
- Anger
- Shame



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## Why Teach Children to Manage Strong Feelings?

- Strong feelings can interfere with effective thinking and problem solving.
- Children who are aggressive (don't effectively manage strong feelings)
  - Have a harder time developing relationships
  - Are more likely to be rejected by peers
  - Misinterpret another person's intentions as hostile or threatening.

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## How Do We Teach Children to Manage Strong Feelings?

- **Recognize** feelings in oneself and others
- Learn how to **calm** ourselves
- Learn appropriate ways to **express** strong feelings



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## Video: Supporting Self-Regulation in Infants

- Clip 1.2 I/T CSEFEL modules



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## Strategies for helping Infants & Toddlers Self-Regulate

- Contain their limbs by cuddling; gently hold babies close to your chest and heartbeat
- Offer and encourage infants and toddlers to use comfort items such as a pacifier, blanket, or favorite stuffed animal or offer your finger or thumb to hold or squeeze
- Hold, rock, cuddle, sing and read to infants and toddlers
- Respond promptly and consistently to young children's needs

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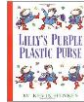
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## Strategies for Preschool and School-Age Children

- Teach the process
- Scripted stories
- Visuals
- Books



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## Turtle Technique (CA CSEFEL)

Something happens

Step 1



"Stop" Think:  
What Am I  
Feeling?

Step 2



Step 3

1 Get into your shell. Take 3  
2 deep breaths and think  
3 calm thoughts.



Step 4

1 Come out of your  
2 shell, express  
3 your feelings and  
4 think of a  
5 solution.



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## Tucker Turtle Takes Time to Tuck and Think

Adapted 2012 by WestEd Teaching Pyramid  
from a scripted story to assist with teaching  
the "Turtle Technique"

Original By Rochelle Lentini March 2005

Artwork by Alejandro Castillon, 2011 WestEd




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Tucker Turtle is a terrific turtle. He likes to play with his friends at  
Wet Lake School.



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But sometimes things happen that can make  
Tucker really mad.



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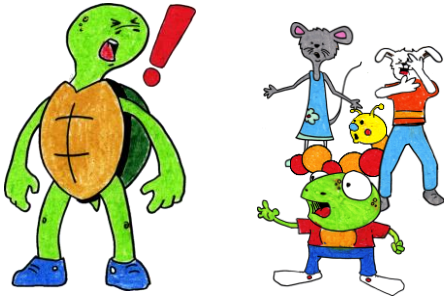
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When Tucker got mad, he used to hit, kick, or yell at his friends. His friends would get mad or upset when he hit, kicked, or yelled at them.



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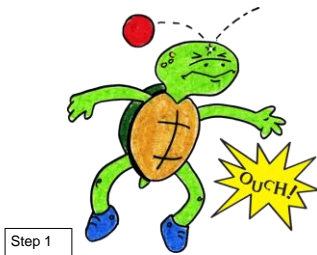
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Tucker now knows a new way to “think like a turtle” when something happens to make him mad.



Step 1

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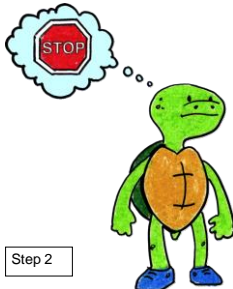
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He can **stop** and keep his hands, body, and yelling to himself. He can think, “What am I feeling?” If he is angry, he can stomp his feet and say “I’m mad!”



Step 2

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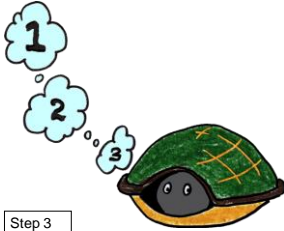
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He can **tuck** inside his shell and take **3 deep breaths** to calm down.



Step 3

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Tucker can come out of his shell, express his feelings, then **think of a solution** or a way to make it better.



Step 4

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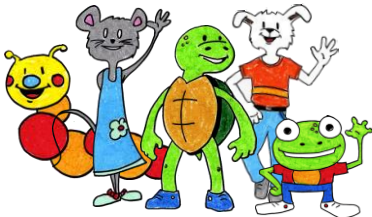
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Tucker is happy when he plays with his friends and keeps his hands and body to himself. Friends also like it when Tucker stops and "thinks like a turtle" when he gets mad.



If he forgets what to do, his teacher can help him when he is upset.  
Tucker has fun with his friends at Wet Lake School.

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## The End!



Adapted by WestEd Teaching Pyramid – [www.CAinclusion.org/teachingpyramid](http://www.CAinclusion.org/teachingpyramid)

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## Use Visuals



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## Tense/Stressed & Relaxed



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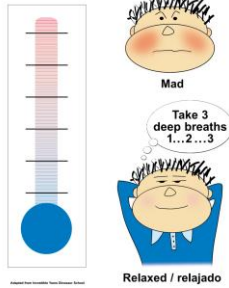
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## Relaxation Thermometer



Adapted from Incredible Years Dinosaur School

Relaxed / relajado




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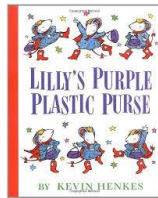
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## Children's Books

- Use books to illustrate ways to handle strong emotions
- Have children think, "What would you do..."



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## Turtle Time Is Great!



This is a place the child goes to play and pretend; he is not "sent" here

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## Super Turtle Letter



Dear Parent,

Billy was successful today with handling frustration and anger when we ran out of his favorite cracker at snack. When he felt himself getting upset, he stopped, took three deep breaths and decided he would try one of the other crackers. That was a great solution and he really liked the new cracker, too!

You can help Billy at home by asking him what he did at school today when we ran out of his favorite cracker. Ask him how he calmed down. Comment on what a good problem solver he is. Tell him that you hope that he will do that again when he gets frustrated about something.

Thank you so much!  
Laura

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## Action Plan!

- Look at Section N of the Implementation Guide and mark where you think you are.
- Then choose one skill you would like to use more frequently and write ideas for implementation.

### For Next Time

- Write down or bring examples of any activities you have done with children that promote friendship



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## MODULE 2.3 FRIENDSHIP SKILLS

Developing and Building Friendship skills.

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## What Worked? What Didn't?



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## FRIENDSHIP SKILLS

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## Importance of Friendship

*"The single best childhood predictor of adult social adaptation is not school grades or classroom behavior, but rather how well a child gets along with other children."*

Hartup



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## Take a moment to think...

Imagine a child or children who are well-liked and friendly...

What do you notice about their behavior?

How did they develop these skills?



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## Young Children and Play

### Function of Play

- Essential for Health
- Increases connectedness with peers
- Releases tensions
- Advances cognitive development
- Increases exploration

### Types of Play

- Sensorimotor/ practice play
- Pretend/ symbolic play
- Social play
- Constructive play

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## Video 2.9 Children Playing



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## Friendship Skills



- Begins to empathize
- Is Helpful
- Shares
- Takes Turns
- Gives Suggestions (play organizers)
- Gives Compliments
- Understands how and when to give an apology

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## Stages of Learning



Show and Tell

- We describe and demonstrate

Practice Makes Perfect

- We give children opportunities to practice
- Promote when they use the skills

You Got It!

- Child mostly uses skills on his/her own but we still encourage when the skills are used.

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## Begins to Empathize

- What is it?
  - Child demonstrates behavior that shows he/she understands another's feelings.
  - Physical: child might offer a comfort item to another in distress
  - Verbal: child might say, "What is wrong, why are you crying?"
- How do I teach it?
  - Point out feelings in others
  - Books
  - Pictures with feelings labels
  - Role Play/Puppets

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## Being Helpful/Team Player

- What is it?
  - Children might assist each other
  - Tell or show a friend how to do something
  - Assist a friend in distress
- How do I teach it?
  - Encourage children to ask each other for help
  - Role play/Puppets
  - Books
  - Descriptive Feedback



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## Being Helpful/Team Player



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## Sharing Activity

Find something in your purse or pocket...



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## Sharing

- What is it?
  - Child shares materials
  - Offers or responds to request from peer to share
- How do I teach it?
  - Role Play/Puppets
  - Books
  - Descriptive Feedback
  - Discuss if it is okay not to share sometimes

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## Sharing Skills



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## Taking Turns

- What is it?
  - You take a turn, I take a turn
  - Ask for a turn with a toy
  - Initiate turn-taking games
- How do I teach it?
  - Role play/Puppets
  - Books
  - Descriptive Feedback
  - Play games that require taking turns



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## Giving Suggestions (Play Organizer)

- What is it?
  - Get a friend's attention
  - Give a friend a toy
  - Offer suggestions of what to do with materials ("Let's roll the ball down the hill.")
- How do I teach it?
  - Role Play/Puppets
  - Books
  - Dramatic Play offers many opportunities to practice this skill
  - Descriptive Feedback

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## Video 2.2 Organizing Play Skills



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## Giving Compliments

- What is it?
  - Verbal-child might say "Cool! I like that building" or "Good Job, \_\_\_\_\_"
  - Physical-Thumbs up, High Five, ect...
- How do I teach it?
  - Modeling
  - Role Play/Puppets
  - Books
  - Descriptive Feedback

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## When adults give compliments...

### General

1. "You're a good boy."
2. "You played nicely today."
3. "Your daughter was friendly with the new toddler in our program."

### Descriptive

1. "You were patient with the baby when he grabbed your toy."
2. "You moved over and made room for Karl to play with the blocks, too."
3. "Your daughter showed the new toddler where to put her things."

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## Giving Compliments



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## Activity: The Compliment Circle



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## Knowing How and When to Give Apologies

- What is it?
  - Children might say, "I'm sorry I hit you when you took my ball." or "I didn't mean to push you."
- How do I teach it?
  - Modeling
  - Role play/Puppets
  - Books
  - Discuss if children have to apologize?

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## Slow Withdrawal of Reinforcement



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## Setting the Stage for Friendship

- Establish an atmosphere of friendship
- Include all children
- Use cooperative toys
- Build in opportunities
  - Evaluate your environment for spaces where 2 or more children can play together
  - Evaluate your daily schedule for opportunities for children to play together
- Set social goals for children

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## What do you already do?

- What do you already do that promotes an atmosphere of friendship in your program?
- What strategies work well with mixed-age groups?



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## Atmosphere of Friendship

### You should see...

- Provider giving time and attention to children
- Children playing together much of the time
- Smiling faces
- Laughing
- Sharing
- Taking turns
- Helpful actions

### You should hear...

- Provider comment on friendly/positive behaviors
- Provider and children speaking kindly to one another
- Children complimenting each other.

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## Including all children

- Children of different ethnic & cultural backgrounds, ages, gender and abilities are all **meaningfully** included.
- Learning activities and routines support needs of **all** children.



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## Cooperative Toys

Toys that naturally lend themselves to 2 or more children playing together.

Examples

- Balls
- Board Games
- Puppets
- Wagons
- Dramatic Play
- Two telephones



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## Build In Opportunities

- Use daily routines as opportunities to teach and practice friendship skills.
- Plan activities to teach friendships skills just like colors or numbers.



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## Adults supporting children with friendship skills



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## Examples of Activities to Support Friendship Skills

- Seeds of Friendship
- Friendship Tree/Compliment Tree
- Books about Friendship
- Friendship Quilt
- Friendship Art
- Music/Songs

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Seeds of  
Friendship



Friendship/  
Compliment  
Tree

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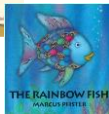
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Books about  
Friends



Friendship  
Quilt

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## Action Plan!

- Look at Section O of the Implementation Guide and mark where you think you are.
- Then choose one skill you would like to use more frequently and write ideas for implementation.



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## MODULE 2.4 PROBLEM SOLVING SKILLS

- Developing Problem Solving Skills
- Putting all the pieces together

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## What Worked? What Didn't?



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## DEVELOPING PROBLEM SOLVING SKILLS

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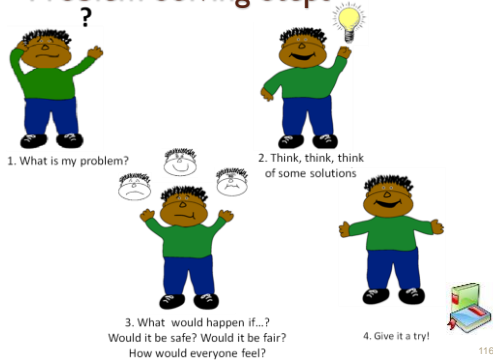
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### Problem Solving Steps




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### I. What is My Problem?

- Need to recognize they have a problem
- Describe the problem
  - Initially as the child to describe the problem to you
  - Eventually they will be able to describe it to others on their own



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## 2. Think of Some Solutions

- Initially adults will have to help think of solutions
- Let child come up with many solutions; you will help them evaluate the solutions in Step 3



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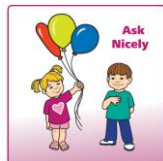
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## Solutions Kit




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## Solutions Kit Example



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## Solutions Kit Example



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## 3. What would happen if...?

- Help the child evaluate what would happen if they chose a particular solution.
  - Would it be safe?
  - Would it be fair?
  - How would everyone feel?



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## 4. Give it a Try!

- Have child choose their best solution and give it a try!
- Initially stay close to help if needed.



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## Problem Solving Activities

- Make “problems” and encourage children to come up with solutions
  - “Oh my goodness! We have a problem. There is only 1 apple and 5 kids...What can we do?”
- Play, “What would you do if...?”
- Make your own solutions kit
- Read books that have a problem and let children offer solutions.
- Use puppets to role-play common problems.



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## Supporting Young Children with Problem Solving

- Anticipate problems
- Stay close
- Support
- Encourage
- Promote



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## Action Plan!

- Look at Section P of the Implementation Guide and mark where you think you are.
- Then choose one skill you would like to use more frequently and write ideas for implementation.



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## ° PUTTING IT ALL TOGETHER

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## Pulling it all together !

- You have sought support and reviewed your program to make sure all the pieces of the pyramid are in place.
- A child is still having some challenging behaviors.
- Now What ?????

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## Problem Solving Action Plan

What is the behavior	Why might Jack be doing this?	What can I do to prevent this behavior?	What new skills can I teach?
Jack knocks over blocks when others are building with them	He likes to see the blocks fall	-Make sure block area is out of the way of traffic -Help Jack build his own tower to knock over	-Recognizing emotions in others -Problem solving
	He wants to play with the blocks too	-Help Jack ask for some blocks -Ask other children if they could build with Jack	-How to ask to join in play

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## Understanding Behavior is the Key

- Watching children – careful observation
- Behavior is a form of communication - children tell us their needs and wants
- Focus on the child. Ask “What is the child trying to tell me?” and “I wonder...”
- Create a best guess (hypothesis) and choose supportive ways to respond

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## Our Approach

- Reflective, rather than reactive
- Focus is on assisting child in getting needs met rather than eliminating the challenging behavior
- Goal is to help the child with developmental appropriate self-regulation so that developmental momentum is not slowed down or disrupted

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## Questions to Ask About the Meaning of the Behavior

- What is the child experiencing?
- What is the child's perspective on the situation?
- What strengths can be observed in the child's development or behavior patterns.
- What, when, where, how and with whom is the undesirable behavior occurring?

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### Questions to Ask About the Meaning of the Behavior cont.

- What is the child communicating that he wants or needs?
- What effect does the child's behavior have on others?
- What do others do or stop doing in response to the child's behavior?
- What is the meaning of the child's behavior?
- What do I want the child to do?

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### Observing Michael



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### What Is My Perspective?

1. I am Michael. What is my perspective? I felt... (write down as many "I" statements as possible)
2. I am the child playing with Michael. What is my perspective? I felt...
3. I am the caregiver. What is my perspective? I felt...



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## Observing Michael



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## Family Input

- Families are an important part of understanding a child's experiences.
- Get parents into the process as soon as possible.
- Remember families may be sensitive about hearing their child has behaviors that are considered challenging.
- Emphasize working together to support the child to be successful.



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2.11

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## Maria case study

- Read child descriptions
- Discuss the descriptions with the group
- Use the Infant-Toddler Behavior Review to organize the information from the child descriptions and the observations
- Develop the hypothesis and consider possibilities for intervention
- Develop an Action Plan and Support Plan



2.13

2.10

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### Who to call when you need help?

- CCR&R consultant
- AEA
- Who else?

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### Reflection



- What questions do you have about the material we discussed?
- What additional strengths are you able to recognize in your work and practices? In the children you care for? Families you help support?
- What strategies did you see or hear that might be useful in your role and work?

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### Major Messages to Take Home

- It is important to understand that behavioral problems in young children are very often the child's way of communicating emotional distress.
- A collaborative, reflective process leading to an understanding of the meaning of the individual child's challenging behavior followed by a plan of action is an effective intervention.
- A partnership with parents or other primary caregivers is an essential element of any effective intervention for young children.

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